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PUBLIC INSTRUCTION IN MYSORE FOR THE YEAR 1895-6.

The Report of the Inspector General of Education in Mysore is a solid record of solid work, and furnishes those who are compelled to read it with more than sufficient statistical information of the usual kind. If there be any one who doubts that education is progressing in any given part of India his punishment is always at hand. Let him only be condemned to peruse the local educational report and to draw conclusions from it, and his doubts will speedily be ground to powder beneath the weight of figures with which he will be overwhelmed. And even if perchance after such an experience there still remain uncrushed a single rebellious or sceptical thought, his mind will certainly be incapable of giving intelligible expression to it. Thus an educational report is a valuable weapon and strong tower of defence to hard-worked educational officers: thus is there safety in numbers and in weight. Otherwise however, a publication of this

kind, with its piles of unimportant statistics, seems of little practical use, except as a book of reference to be kept carefully stowed away on an upper shelf, or as a means of satiating the idle curiosity of the open-mouthed M.P. The fact is that hundred page statistical reports defeat their object, if indeed they have one other than the oppression and mystification of their unoffending readers. Half a dozen pages would be ample for the public: the rest might be kept till called for.

From this laborious compilation we laboriously endeavour to extract a few facts about public instruction in Mysore that may possibly appeal to those who have a hankering after such publications, or feel it their duty to learn something on the subject.

First of all, schools and pupils have increased slightly on the preceding year's numbers; there being 3,394 institutions, and over 112,000 pupils (of whom some 13,500 were girls), at the conclusion of the year under report. The percentage of pupils to population of school-going age has also slightly improved on the preceding year, the percentages being 26·97 for boys and 3·75 for girls, the greater improvement being made by the girls. These figures tend to show that in Mysore education affects a larger percentage of boys and a smaller of girls than in Madras.

There has been a considerable increase of pupils attending English Middle Schools for Girls and Industrial Schools, but a falling off of pupils in Vernacular Middle Schools for Girls. The number of pupils in Private Institutions has fallen very considerably, but this has been more than made up by a large increase in public ones. This is probably as it should be, for schools under public management are more likely to be efficient than those left to the control of private individuals. This is further borne out by the fact that the average number of pupils in private schools was only twelve, while that in public schools was forty-five.

Of the number of schools compared with the number of villages of over 300 inhabitants, the percentage is about 31.

In the Lower Primary stage there has been an increase in the number of girls and a decrease in that of boys under instruction. In proportion to population of school going age, Native Christians are the most instructed, Mahommedans coming next, but taking boys alone the Mahommedans are ahead of all in attendance

at school. If the Brahmans were regarded as a separate class however, and not included among Hindus generally, they would come out first.

Expenditure on education has slightly increased, and though fee income has risen in a still larger proportion, less than 11 per cent. of the cost of education is paid in fees.

It should be noted that while the Government High School pupil pays 31 per cent. of the cost of his education, the Arts College student pays only 8·7 per cent. of the cost of his, yet in the Madras Presidency an Arts Student in a Government College pays 25 per cent. As things are at present it may be questioned whether the Mysore tax-payer does not suffer in providing a specially cheap higher education for the sons of his wealthier neighbours and officials. Only a very limited number of pupils avail themselves of a college education, and these should certainly be made to pay for it as far as their means allow. It would surely be better to raise the fees and at the same time allow boys of certified poverty to compete for scholarships, which should be awarded in sufficient numbers so that any poor boy of ability could get his education at a nominal cost. At present however, any boy, rich or poor, pays low fees if he consents to attend a college supported by the Mysore State. Of course, competition with colleges in the Madras and Bombay presidencies is naturally severe, but if a sufficient number of subjects were taught in the Mysore and Bangalore colleges, they ought with their better climate and shorter railway journey to hold their own. Their results in University examinations are good, especially those of the Maharajah's College, Mysore. In connection with this college there is a Student's Hostel, which seems to fulfil a want, although the number of its inmates has slightly fallen during the year.

At this time it is specially interesting to note the various ways in which the Mysore Government are trying to encourage Oriental Languages and in particular Sanskrit. For the Sanskrit Pandits' Examination twenty-three candidates appeared, of whom eighteen passed, four being placed in the first class. Of the four only one was a pupil of the Maharaja's Sanskrit College, Mysore, the others being private students. In this college the numbers rose from 185 to 212, of whom 149 were in receipt of scholarships. This seems

a large proportion of stipendiaries. Can it be that modern Mysoreans have to be paid to study Sanskrit? The Bangalore Sanskrit College seems to be slowly gaining ground, but it is still far behind its Mysore rival both in numbers and results.

The Pandits' Examination in Kannada—or, as we in Madras ignorantly call it, *Kanarese,*—does not seem to awake much enthusiasm, there being five candidates, two of whom passed, one being placed in the first class.

Turning to High Schools for boys, it is pleasant to note that to several of these Students' Hostels are attached, and also that outdoor games are by no means neglected. Extra accommodation for work and play is in some cases however badly needed.

The accommodation in Middle Schools is also in many cases defective, and the results too might be better.

The same applies with even greater force to Primary Schools, which do not seem to have been adequately inspected. Attendance has not apparently been very good, but this is hardly to be wondered at, considering what the Report says about the lack of accommodation and ventilation.

With regard to Night Schools, the Report complains that Village School-masters have not made use of the opportunity of earning more pay by opening night schools. We are neither surprised nor sorry that they have not done so. Surely if a schoolmaster has done his work well during the day, he ought not to be asked to work by night also, even though he get a slight increase of salary, in order to prevent the Mysore Government having to spend a little more money and thereby get the night schools properly taught. Unless the hours are very short and the work very light, a man cannot possibly do justice to day school and night school and himself, no matter what extra pay he may earn at the expense of his efficiency. However well meant, this kind of burning of the candle at both ends is thoroughly bad educationally. The teacher must have time for thought, reading, and rest: his efficiency cannot be indefinitely increased by increasing his pay, and it is wrong to tempt him to try to do more than he can do well.

In the Normal School, Mysore, a new experiment was apparently tried with the VIth Form, by sending it for a nine days' tour to study the geology and agriculture of the country under the direction

of the Agricultural Lecturer. This is apparently the first time that such a tour has been organised, and it is pleasant to note that it has been a decided success. It is to be hoped that this example will be widely followed. We trust that attempts of a somewhat similar kind may be made in Arts Colleges and High Schools, in which case antiquities, architecture and historical scenes might very well be studied, or botanical collections begun, on the tour. Well organised and well supervised trips of this kind would have an excellent effect on the pupils of a college or school.

The attention paid to Industrial Instruction is a pleasing feature of the Report, and seems to be justified by the results achieved. There are some five schools of a more or less technical kind, of which the Mysore Industrial School seems the most complete. A good deal of work has been done and the numbers and attendance of pupils are encouraging.

Considerable attention seems to have been paid to the education of girls, and the increase in the numbers of pupils is satisfactory as far as it goes. Examination results however are not yet very encouraging, and accomodation is in many schools in need of improvement.

A good deal of energy has also been shown in encouraging Oriental studies, not only by searching for and transcribing ancient Sanskrit manuscripts, but by printing editions of standard Sanskrit works and presenting copies to various colleges and schools, by translating some of the better known into English, and by rewarding the work of vernacular authors. We trust that as years go by there will be still greater attention paid to this most important branch of educational effort. We have no doubt that as regards Oriental and Technical Education the experience of Mysore might be of considerable service in suggesting suitable and practicable methods in other parts of India.

THE STUDY OF THE VERNACULARS.

That I, who know no Indian vernacular, should venture to say anything in public about the study of Indian languages, may seem presumption on my part. We know who are said to plant hasty

footsteps on spots shunned by celestial beings. Nevertheless, on the principle that the on-looker sees most of the game, I believe that some points which have been overlooked in the recent controversy in the public papers, may be dwelt on with advantage, even by one who cannot pretend to have taken even the first steps in oriental scholarship.

First, let us separate the study of vernaculars as it is at present carried on in schools and colleges from the other question of rewarding with degrees oriental scholars; and let us take the latter question first.

Degrees for Proficiency in Oriental Scholarship. Is the institution of such degrees advisable, and if so, on what conditions? These questions led us at once to the burning question of the value of oriental scholarship, and in particular, of proficiency in Indian languages. From the correspondence in the press it is manifest that on this point there are two irreconcileable opinions. Those who have been through a long course of vernacular study which only ceased on graduation are divided, and hopelessly divided, on this point. Some speak most highly of the value of such a course of study, others join Macaulay in speaking of Indian mythology "as so absurd that it necessarily debases every mind which receives it as truth; and with this absurd mythology is bound up an absurd system of physics, an absurd geography, an absurd astronomy." The truth lies, as is usually the case, between the extremes. Macaulay, had he lived longer, might in the light of recent research, have seen fit to modify the sweeping terms in which he spoke; but he spoke in all sincerity, and educated Indians should be the last, considering the way in which he referred to the future of India, to make light of his authority. There is undoubtedly wheat among the chaff, it is the proportion that the precious grains bear to the whole mass that is in doubt. In view of the fact that some propose to create degrees as the attestation of proficiency in oriental learning, and that some of the greatest of scholars have spoken dubiously of the gain to be derived from long research into oriental learning, it seems incumbent on those who speak with such enthusiasm of the proposed degrees and of the value of oriental studies to prove their case.

There appear to be strong reasons why much consideration

and caution are necessary in founding an "oriental side" in the University with degrees as a reward of proficiency. Suppose we agree with those who maintain that the Pandit is the repository of much valuable learning, we shall hardly be in error if we also agree with others who hold that much of his learning is puerile and inept. If we are going to stamp him with the hall-mark of a University degree, we must ascertain that the metal is free from base alloy. The University exists for the promotion of *sound* learning, or, in the words of the act of incorporation, "for the better encouragement of Her Majesty's subjects in the pursuit of a regular and liberal course of education," and ought not to take any step that will militate against the purpose of its creation. Few will deny that the University has so far served the purpose of encouraging a regular and liberal course of education. A Madras degree may not attest that its possessor has been through the social training that an English degree usually implies, but it certainly signifies the accomplishment of a long course of arduous study and the possession of much information. The Graduates of the University, therefore, who at present feel a legitimate pride in the reputation which their degrees deservedly possess, are most of all concerned in the proposed creation of new degrees. They simply cannot afford the creation of a doubtful degree. We cannot have in the same University some degrees respected and others contemned. For example, some American degrees are a by-word and reproach, and the consequence is that the average man sniffs at all American degrees. The well-informed man of course knows better. The question therefore arises whether the Pandit as a candidate for a degree can stand the searching test that ought to be, and must be applied. I believe that the answer will be that he cannot. He moves along the old ruts in which his predecessors trod. What is his etymology like, viewed from the standpoint of a modern philologist? What are his powers of exegesis and criticism? Are we not irresistibly led to postulate that aspirants for these oriental degrees must, before applying themselves to the profundities of oriental learning, be thoroughly grounded in the critical and historical methods of the West. Must we not also affirm that the general tone of mind required on entrance upon such a course cannot be imparted by any course short of the B. A. course? If this be true, the proposed course of study so far from being

a substitute for the present degree course, would demand that as an essential preliminary. The successful graduate would then commence under highly gifted professors his studies of oriental literature, and if in time he won the new degree, his success would not diminish the value of other degrees conferred by the University. On passing out, he would be employed in spreading the light, in revolutionising the antiquated and occasionally faulty methods of the present Pandit. What good the Pandit had would be preserved by these new scholars; the bad would perish. Thus there might be some hope for vernacular study and literature. For years the current has been setting strongly against them, and it is yet to be seen whether the present enthusiasm will proceed from talk to action. If the intention is to reward oriental scholarship as it exists in the Pandit ignorant of western learning, the reward should be left to private effort and should not devolve upon the University. The experiment now being made at Conjeeveram will be watched with interest by many. It is not good policy to call upon the State to do that which can be done very well by private effort. Those responsible for the backwardness of the vernaculars, and the low estimation in which proficiency in them is held, are—the graduates of our Universities. A few have done their duty manfully, but their number is microscopic. The prevailing apathy is a most powerful indictment of the Pandit and his methods, for it betokens a disrelish that must have grown out of utter weariness. Unless educated men bestir themselves more, I do not see that the creation of a new degree will effect anything. Not even Government can make horses drink when they are unwilling. It seems safe to prophesy that if the road to the new degree is long and arduous, and not made attractive by the definite promise of Government service, it will be merely left alone. But if it is ruled that after a certain date Pandits in colleges must have taken this new degree, and managers are helped by liberal grants-in-aid of the salaries of such men, graduates might be induced to devote a further portion of their lives to study for this degree, and a good day for oriental literature might begin to dawn. The study of the vernaculars in schools is a question that must be dealt with in another article.

W. E. HOARE.

THE PHILOSOPHY CURRICULUM FOR THE B. A. DEGREE EXAMINATION, IN MADRAS UNIVERSITY.

By S. Sathianadhan, M.A., LL.M.

It is now more than ten years since the present syllabus in philosophy for the B. A. degree examination was introduced, and those who have taught the philosophy subjects, according to this syllabus will, I think, agree with me that it has served its purpose so far admirably. At the same time, for various reasons, it is desirable that the present syllabus should be revised. I remember reading an article in the *Indian Journal of Education* three years ago in which the present syllabus was severely criticized, but the writer did not state definitely in what directions the syllabus should be altered, neither did he propose an alternative syllabus. I have drawn up the accompanying memorandum and revised syllabus with a view to receive suggestions from those who have had practical experience in working the present syllabus and shall be extremely thankful for any such suggestions. With a view to facilitate comparison the present and the proposed syllabuses are printed side by side.

The Defects of the Present syllabus.—The following are, I consider to be, the defects of the present syllabus: (1) *It follows too closely the works of Bain.* The syllabus in Logic and Psychology, in particular, reproduces almost *verbatim* the headings of subjects in Bain's *Logic* and *Mental Science.* Bain's works are no doubt admirable as far as they go, but the object of a syllabus is to make the study of a subject independent of particular text-books. (2) *The syllabus is too detailed and contains unnecessary sub-headings.* The London University syllabus for the B. A. and B. Sc. courses in Mental and Moral Sciences contains about 33 headings under Psychology, 26 under Logic and only 10 under Ethics, whereas the Madras syllabus contains about 80 headings under Psychology, 90 under Logic and about 50 under Ethics. Of course, the different headings of subjects in the present syllabus include many

sub-headings, but it defeats the objects of a syllabus to have a minute specification of the line of study of a subject to which the syllabus relates. Such a course hampers a professor, for his success in teaching depends, to a great extent, on his bringing out the logical relationship between different parts of the subject from various points of view. (3) *The present syllabus is not up to date.* In Psychology, especially, there has been much advance within recent years, in the way of statistical and experimental investigation of mental phenomena. It is true that the results of such investigation have not yet been systematised and verified, but nevertheless those who are acquainted with the recent works of Psychology of James, Baldwin, Hoffding, Ladd, Stout, &c., will know that there has been decided progress in Psychology since Bain wrote his admirable works. The question, how far laboratory and other methods, akin to those of the most advanced sciences, can be used in the development of a scientific Psychology—is one that will answer itself only in the course of history; and it would be premature, probably, to advocate laboratory methods in our colleges, but still the general results that have been arrived at by German and other Psychologists, by the application of the Psychophysical method, should not be ignored.

These considerations, therefore, have led me to frame a syllabus, which is, of course, based mainly on the present syllabus, but in which I have tried to avoid the defects referred to above.

THE PROPOSED SYLLABUS.—I shall refer briefly to the principles that have guided me in framing the new syllabus appended herewith. (1) *I have omitted all needless sub-divisions.* To give one example: In the Induction portion of the syllabus we have such headings as *Ground of Induction*; *Laws of Nature*; *Uniformities of Sequence and Co-existence*; *Uniformities of Causation*; *Law of Causation.* Now all these headings can conveniently be brought under *Postulates of Induction.* There are many such redundancies which I have tried to avoid. (2) *I have altered the terminology in some cases,* applying the terminology that is in vogue in the most recent text-books. The progress in Mental Sciences, it is well-known, has been, to a great extent, a progress in the accurate conception of the terms used. (3) *I have re-arranged some of the headings so as to bring out their logical connection more clearly*

For example, in Deduction the subjects of *Predicables, Verbal and Real Predication* are brought under *Propositions* instead of, as in the present syllabus, under *Terms*. In Psychology the subject *Philosophy of the Conditioned* comes more appropriately under the *Doctrine of the Absolute* rather than under *Origin of Knowledge*. (4) I have omitted certain subjects that take the student beyond the range of a preliminary course of study in philosophy. For example, in Logic the *Historical and critical treatment of Realism, Conceptualism and Nominalism* seems unnecessary. In Psychology a *Criticism of the views of the Absolute of Kant, Fichte, Hegel, Hamilton, J. S. Mill and Mr. Herbert Spencer* seems a very large order.

CHANGES INTRODUCED TO BRING THE SYLLABUS UP TO DATE.—The following are some of the changes introduced with reference to recent discussions and contributions to philosophic thought.

LOGIC.—In Logic there has not been much advance of late except in the direction of the application of Mathematics to Logic, but this is too advanced a subject for the B. A. curriculum. I have, however, introduced the subject of the *Diagrammatic representation of propositions* (not merely Euler's and Lambert's but also Venn's), and also the kindred subject of the *Diagrammatic representation of syllogisms*. In Induction I have introduced the subject of the *Historical development of the doctrine of Induction* (general view): *Aristotle, Bacon, Newton, Mill, Whewell, and Jevons*, a subject which seems to me to be very important. Wherever I have introduced new subjects I have taken good care that they take the place of other subjects of less significance which I have thought best to omit.

There are several other changes which have been carefully considered. Following the course adopted in the Cambridge and some of the other English Universities, I have recommended certain text-books in each subject, taking care to refer to the latest works that are very popular in England and America.

PHYSIOLOGY.—The Physiology curriculum has been cut short. I do not see what a psychological student has to do with the Physiology of the human hand, the vocal organs, &c.; and if the human hand must be studied why should it stop there and why should not the human leg and the human tongue be included? Then, again,

take such a vast and intricate ubject as the *Embryological development of the human encephalon.* I confess all that the students have been able to learn of this subject consists of a few notes copied *verbatim* and which are studiously committed to memory, the students being no better for this process of cramming.

Psychology.—In Psychology, I have avoided the error in the syllabus of regarding Sensations as a class of Feelings. The treatment of Emotions comes more appropriately under Intellect and hence the change with reference to these subjects. I have laid greater emphasis on the study of the Psycho-physical method and have given great prominence to *Attention* and *Apperception.* From the General Philosophy portion of the syllabus I have excluded questions of a purely psychological nature, *e.g.*, *Analysis of visual perception of distance and extension*, and have brought them under their legitimate heading, *Perception.*

Ethics.—In the present curriculum the whole of the syllabus turns on the distinction of ethical theories into Experiential and Intuitional. In the recent writings of well-known moralists, such as Green, Balfour, Sidgwick, Mackenzie, James Seth, Muirhead, etc., we do not see prominence given to this mode of classification. The question of psychological origin has fallen into the background. Hence it is that the present syllabus does not admit of any reference to the important neo-Hegelian school founded by T. H. Green, and yet it is the literature of this school that holds a most prominent position at present. I have, therefore, besides referring to the old classification of ethical theories, into *Experiential* and *Intuitional,* introduced the new classification *with reference to ends. Evolutional Ethics* also must find a place in any Ethical syllabus, however elementary, and hence its introduction.

Political Economy.—One important change that I wish to see introduced is the inclusion of Political Economy as one of the subjects of the philosophy curriculum. The philosophy course at Cambridge and other British Universities includes Political Economy, which is essentially one of the "Moral Sciences." The old M. A. philosophy curriculum in Madras included this subject. The syllabus prescribed for the B. A. History branch may be adopted or something simpler.

PROPOSED SYLLABUS IN MENTAL AND MORAL SCIENCES, B.A. DEGREE EXAMINATION ;—BRANCH IV.

I. Logic.

Definition and Scope of Logic. Relation of Logic to other Sciences. Divisions of Logic and their mutual relation. Phenomena with which Logic deals. Relation of Language to thought. Function and Ambiguities of Language.

Deduction.—*Concepts and Term.*—Concepts. Their character and formation. Realism, Conceptualism and Nominalism. Terms. Their import and divisions.

Judgments and Propositions.—Nature of judgments. Definition and kinds of propositions. Hamilton's additions to propositional forms. Opposition of propositions. Diagrammatic representation of propositions (Euler, Lambert, Venn's schemes). Import of propositions. Verbal and Real predication. Predicables and Categories.

Reasoning and Syllogism.—Nature of Reasoning. Laws of thought. Different kinds of inferences. Immediate inferences or Eductions. Syllogisms. General nature, Axioms, and Canons of Syllogism. Figures and Moods. Reduction of Syllogisms. Diagrammatic representation of Syllogisms. Conditional and Hypothetical Syllogisms. Irregular and compound Syllogisms. Nature and Function of Syllogism.

PRESENT SYLLABUS IN MENTAL AND MORAL SCIENCES, B.A. DEGREE EXAMINATION ;—BRANCH IV.

Logic.

The province and utility of Logic. Principal divisions, with a brief sketch of their history. Phenomena with which Logic deals. Relation between thought and language. Use and abuse of language.

Deduction, *Names and Concepts.*—Import of names. Ambiguity of terms. Classification of names and detailed examination of each class. Concepts; their character and formation. Grades of generality. Perfection and imperfection of concepts. The predicables. Verbal and real predication.

Propositions.—Quantity, quality, Modelity. Conditional and disjunctive propositions. Modern additions to propositional forms. Those arising from the full recognition of contraries. Modes of notation. Opposition Immediate inference—greater to less in denotation and in connotation. Obversion. Conversion. Added determinants and complex conception. Synonymous propositions. The import of propositions. Examination of the principles known as the fundamental laws of thought.

Syllogisms.—Axiom of the syllogism. Different ways of stating it. Its ground. The syllogistic rules and their relation to the axiom. Mood. Figure. Special rules of each figure. Reduction. Modes of notation. Conditional and disjunctive syllogisms. Hypothetical inference as mediate or immediate. Dilemma. Enthymeme. Epicheirema. Prosyllogism. Episyllogism. Sorites. Modern additions to the syllogistic forms—those arising from the quantifiction of the predicate. Syllogism in extension and in comprehension. Syllogistic forms derived from full recognition of contraries. The numerically definite syllogism. Deductive sciences and demonstrative evidence.

Induction.—General nature of Induction and its relation to Deduction.

Postulates of Induction. Law of Causation. Its Evidence. Various kinds of Causation. Observation and Experiment. Mill's experimental methods. Their imperfections and limitations. Elimination by Chance and Theory of Probability. The Deductive Method. Nature of Generalisation. Ultimate, Derivative and Emperical Laws. Nature of Explanation. Hypotheses—their nature, employment and establishment. Analogy. Credibility.

Definition.—Relation of Definition to Induction. Canons and methods of Definition. Classification :—Its nature and rules. Different kinds of classification. Definition of species. Logical division and its application.

Fallacies, their position in Logic, their classification.

Historical development of the doctrine of Inductions.—Aristotle, Scholastic logicians, Bacon, Newton, Mill, Whewell, Jevons.

The books recommended in Logic are the following :—

Deductive Logic.—Keynes' *Studies and Exercises in Formal Logic*, Welton's *Manual of Logic*, Vol. I. Bain's *Deductive Logic*. Killick's *Student's Handbook to Mill's Logic*.

Induction.—Character of inductive reasoning and its relation to deduction. Ground of induction. Laws of nature. Uniformities of equality and of co-existence. Uniformities of causations. Law of Causation. Causation as conservation of energy. Compositaon of causes. Elimination by observation and experiment. The experimental methods as expounded by J. S. Mill or Dr. Bain. Frustration of the experimental methods by plurality of causes and intermixture of effects. Elimination by chance. Theory of probability. The deductive method. Ultimate, derivative, and empirical laws. Explanation of laws of nature; its form and limits. Fallacious explanations. Hypotheses : their function in science, the conditions of their legitimacy, and their test. Approximate generalisation and probable influence. Analogy. Credibility and incredibility. Evidence of the law of universal causation.

Definition.—Definition. Canons and methods. Undefinable notion. Function of general names. Requisites of a philosophical language. Classification. Its fundamental rule, and the difficulties in applying it in natural history. Natural and artificial classifications. Index classification. Serial classification. Fixed grade of generality in the natural history sciences. Species. How defined. Sequence and statement of descriptive characters. Logical division. Its application in natural history.

Fallacies.—Their position in the sciences of Logic. Their classification. Examination of them in detail. Realism, Conceptualism, and Nominalism, treated historically and critically. The categories of Aristotle. The art of observation and discovery. The classification of the sciences.

Inductive Logic.—Welton's *Manual of Logic*, Vol. II. Bain's *Inductive Logic*. Fowler's *Inductive Logic*, Mill's *Logic* (Part). Killick's *Student's Handbook to Mill's Logic*

II. Psychology and General Philosophy.

Physiological Psychology.—General relations between Mind and Body and Mind and Nervous system. The relation of Psychology to Physiology.

The Nervous system.—Elementary structure of the nervous system. Nature of nerve enengy, conditions of its operation. The theory of specific energy of nerves. Different forms of nervous system as exhibited in the Mollusca, Arthozoa, and Vertebrata in so far as they throw light on the development of mind. The nervous system of man. Functions of the spinal chord and the encephalic centres.

Phrenology, old and new. Spontaneous action. Unconscious cerebration.

The muscular system.—Relation between the degree of development of the muscular system and that of the nervous system. General view of the structure and functions of muscles. Leading views concerning the existence and nature of a muscular sense.

The organs of sense.—The organs of the five senses and of organic sensibility. Theory that all the senses have been developed out of one primitive form of sense-organ.

Psychology.—Scope and Method of Psychology. Relation of Psychology to kindred sciences. The Faculty Hypothesis. Classification of Psychological elements. Conditions of Mental operations. Measurement of Facultv and Modes of measurement.

Physiology.

The Nervous System.—Nerve tissues. Nerve stimulation and exhaustion. General plan of the nervous system in Mollusca, Arthrozoa and Vertebrata. Proportionate development of the spinal cord and of the several encephalic centres in the ascending series of vertebrata. Nervous system of man. Sympathetic system. Cerebro-spinal system. Structure and functions of the spinal cord of the encephalic centres. Spinal and cranial nerves. Embryological development of the human encephalon, in so far as it throws light on the structural relations and functions of the full grown brain. Localisation of functions in distinct portions of the brain. Phrenology. Spontaneous action. Reflex action. Unconscious cerebration.

The Muscular System.—Structure and function of muscles. Muscle stimulation and exhaustion. Various kinds of muscles. The motive and locomotive apparatus. Muscular groups. The human hand. The local organs. Speech. Relation between the degree of development of the muscular system and that of the nervous system.

The Organs of Sense.—The organs of the five senses and of organic sensibility. Theory that they have all been developed out of one premitive form of sense organ.

Psychology and General Philosophy.

Definition, object, matter, and method. Provisional classification of mental phenomena. Connexion

Sensations.—Nature and character of Sensation. The Psychological method as applied to Sensations. Weber's Law and its significance. Sensations of the special senses. Organic sensations. Muscular sensations. The assumption that our simple mental states are composite in structure (The Mind-stuff Theory). Appetites and Instincts and Habits.

Intellect.—The part Attention plays in intellect.

(*a*) Intellect, viewed as Perception, (with special reference to Visual Perception of Space and Distance), Memory, Imagination, Conception, Judgment and Reasoning.

(*b*) Intellect, from the point of view of Association. Laws of Association.

Feelings and Emotions.—Distinction between Feeling and Sensation. Nature origin, development and interpretation of Emotions. Classification of Emotions. Theories of Emotional expression (Bain, Darwin, Spencer, James).

Laws of pleasures and pains. Treatment of the several kinds of emotions.

Will.—Nature and development of Will. The transcendental view. The experiential view. Motives. Desire. Freewill, Fatalism, Determinism.

Belief.—Its psychological character. Belief and knowledge.

Consciousness.—Its meaning, relation to the Mental Faculties. Theory that the mind is always active. Consciousness as a feeling of difference, as a feeling of Relation between subject and object. The relative theory of Consciousness. Degrees or forms of Consciousness. Apperception. Theory of unconscious mental modifications. Sleep, Dreams, Illusions, Hallucinations, and Hypnotism.

between body and mind. Brain and mind.

Feeling.—General characteristics. The quantitative estimation of feelings. Fechner's Law.

Muscular Feelings. Sensations.—Classification of sensations and of the senses. Detailed account of the sensations of each class. Theory that all kinds of sensations are resolvable into one primitive form of sensibility.

Appetite, Instincts, Emotions.—Nature, origin, development, interpretation, and estimate. Theories of emotional expression. Classification of the emotions. Detailed description of the several classes of emotions. Theories of pleasure and pain.

Intellect.—The more important classifications of the intellectual powers (*a*) Intellect considered as comprising the faculties of perception, attention, memory, abstraction, imagination, conception, judgment, reasoning (*b*) Intellect considered as comprising the sense of agreement, the sense of difference, and retentiveness. The laws of association. Detailed exposition of their working.

Will.—Nature, origin, and growth (*a*) The transcendental theory of will. (*b*) The experiential theory of will. Motives or ends. The relations of motives to one another. The law of their operation on the will. Desire. Its relation to will. Freewill. Fatalism. Determinism. Belief. Its origin, psychological character, object, conditions, and tests. Relations of reason and faith.

Consciousness.—Relation to the Mental Faculties. Philosophical value of its testimony. Theory that the mind is always active. Theory of unconscious mental modifications. Phenomena of Sleep, Dreams, Illusions, Hallucinations, and Hypnotism. Final classification of Mental Phenomena.

GENERAL PHILOSOPHY.—The relation of Psychology to General Philosophy. The problems of philosophy.

Origin of Knowledge.—Intuitionalism and Experientialism. Tests of primary truths. The value of the testimony of consciousness. The Universal Postulate. Ideas of Space, Time and Cause, how acquired. Treatment of innate ideas by Plato, Aristotle, Locke, Leibnitz, Kant and Herbert Spencer.

Cosmological Theories.—The doctrine of Relativity of knowledge. The qualities of matter. Natural Realism. Hypothetic Dualism. Idealism. Materialism. Absolute Identity. Nihilism or Phenomenalism.

The Doctrine of the Absolute.—The philosophy of the Conditioned. Proof of the existence of an Absolute Being.

Books recommended:—Sully's *Outlines of Psychology*; Bain's *Mental Science*; James' *Text Book of Psychology*; Mill's *Examination of Hamilton* (Part).

HISTORY OF PHILOSOPHY.—Selected portion.

III. ETHICS.

THEORY OF ETHICS.—Peculiarity of Ethics as a Science. Scope of Ethics. Relation of Ethics to kindred sciences. The nature of the Ethical Judjment. Logical method.

Cassification of Ethical Theories.—(i) classification according to the sources of moral distinctions, (*a*) Intuitionalism. Different forms. (*b*) Experientialism. Hedonistic Theories based on experientialism. Egoistic Hedonism. The Hedonistic calculus. Utilitarianism. Evolutional Hedonism. Reconciliation of Egoistic and Universalistic Hedonism. Reconciliation of Intuitionalism and Experientialism. (ii) Classification of ethical theories according to ends. The end as pleasure, as self-sacrifice, as good or perfection or self-realization.

Origin of Knowledge.—Intuitionalism and Experientialism. The Universal Postulate. The Philosophy of the Conditional. Treatment of innate ideas by Plato, Aristotle, Locke, Leibnitz, Kant and Mr. Herbert Spencer.

External Perception.—Analysis of the visual perception of distance and of extention. The qualities of matter. The relativity of knowledge.

Cosmological Theories.—Natural Realism. Hypothetical Dualism. Idealism. Materialism. Absolute Identity. Nihilism or Phenomenalism.

The Doctrine of the Absolute.—An Absolute Being (*a*) as given in consciousness (*b*) as existing beyond the sphere of consciousness. Criticism of the views of Kant, Fichte, Hegel, Hamilton, J. S. Mill and Mr. Herbert Spencer.

HISTORY OF PHILOSOPHY.—Selected portion.

ETHICS.

THEORY OF ETHICS.—Relations of ethics to biology, psychology and the science of society. Logical method. Phenomena with which ethics deals. Motive, Intention, Act, Morality and law. Foundation and Standard of Moral Distinction. Classification of Ethical theories. (*a*) Intuitionism. Different forms of it. Exposition and Criticism. (*b*) Experientialism. Exposition and criticism of the foundations common to all Hedonistic Theories (1) Egoistic Hedonism, or the selfish theory. Exposition and criticism (2) Universalistic Hedonism, or Utilitarianism. Exposition and criticism. Reconciliation of Egoistic and of universalistic Hedonism, Reconciliation of intuitionalism and experientialism.

Psychology of Ethics.—The Moral Faculty. Its psychological character, (*a*) Intuitional view, (*b*) Experiential view. The authority of conscience. Duty or obligation, how accounted for. Nature of Sympathy. Freedom of the Will and Moral Responsibility. Sanctions of morality.

Applied Ethics.—The classification of moral excellences. Exposition of fundamental duties. Casuistry.

Metaphysics of Ethics.—Ethics and religion. God and immortality as Postulates of morality.

A general view of English Ethical Theories:—Hobbes and his opponents, Butler, Hutcheson, Hume, Paley, Benthan, Mill and Sidgwick.

Books recommended:—Muirhead's *Elements of Ethics*; Mackenzie's *Manual of Ethics*; Sidgwick's *Methods of Ethics* (Parts); Calderwood's *Handbook of Moral Philosophy*.

History of Ethics.—Selected portion.

Psychology of Ethics.—The Moral Faculty. Origin and elementary constitution. Psychological character. Functions, Ground of its authority. Duty or obligation. Virtue (*a*) The intuitional theory of the mature conscience. How far conscience is a growth. Analysis of the moral faculty. The grounds of moral obligation (*b*) The experiential theory of the mature conscience. Analysis of the moral faculty, Duty or obligation as an alleged residual phenomenon which defies analysis. Verification of the above analysis by tracing the growth of the moral faculty in the individual, in the national life, and in the race. Disinterestedness: a real or only an apparent fact in human nature.

The Will.—The bearing of freewill, fatalism, and determinism on morality. Responsibility. The sanctions of morality. Their meaning and classification. Punishment. Grounds alleged for its infliction.

Applied Ethics (*a*) The intuitional doctrine (*b*) The utilitarian doctrine. Means for the attainment of happiness. Estimation of the relative values of different pleasures and pains. Distribution of happiness among different individuals. The Hedonistic calculus. The classification of duties. The cardinal virtues of the ancients, Exposition of the fundamental duties as conceived (*a*) by intuitionists, and (*b*) by utilitarians. Conflict of duties. Casuistry.

Metaphysic of Ethics.—The relation of morality to theology and religion. God and immortality as Postulates of morality.

History of Ethics.—A general knowledge of a selected portion of the history of moral theory or practice, with a special study of one or more writers.

MAPS—HOW TO MAKE THEM.

By A. Van Stone Harris.

In teaching structure and physical features, use relief maps. If they are not owned by the school they may be made. Such maps may be made in putty, sand, salt, or papier-maché, according to the following directions:

PAPIER MACHÉ.

Tear unsized paper (drawing paper which has been used will answer the purpose) into small pieces, the smaller the better. Put into a stone jar and pour boiling water over it. When cool enough to handle, work it with the hands for some time. Drain off the water and pour on more and let it stand, then work thoroughly until it becomes a pulpy mass. It can be kept for any length of time, by molding the pulp into bricks and putting them into a dry place. When required for use it may be moistened with hot water.

Making the map. Materials: Papier-maché, board or glass, water colors, blue and white paints and brushes. Put papier-maché on in small quantities, so that it will not flake off. When dry, paint with water colors. Paint the board blue, using oil paint. If glass is used, paint the back or place the glass against blue paper.

SALT MAPS.

Materials: board, table-salt, flour, blue and white oil paints, one very fine and one coarse brush.

Preparation. Make a mixture having the consistency of thick cream, of flour, salt, and water. Use about one part of flour to four of salt. Put on in small quantities at a time. With handle of small brush make depressions for lakes and rivers. When dry, paint these and the boards a pale blue color.

Have the map boards for salt maps painted black some days previous to their use.

For salt maps the finer the salt the better.

After the salt maps are finished, the board around the salt should be carefully washed.

PUTTY MAPS.

Putty maps may be made on slates or oil cloth by each pupil. They are convenient because they can be made at seats. Relief maps of the continent modeled in putty will retain their form for years. Mix with common oiled putty a little whiting (pure chalk ground in water and dried) or litharge (Pb. O) till it is quite brittle. Then add a very little japan to make it plastic while modeling, and to dry and set it when finished. Use it immediately after adding the japan. The materials for a large relief map 3 × 4 will cost not more than fifty cents.

CRAYON MAPS.

Materials: Nos. 2 and 3 crayon pencil stub, rubber eraser, and crayon paper. Outline drawn with crayon pencil. Crayon put on with stub or chamois skin, rivers with crayon pencil.

CHARCOAL MAPS.

Materials: charcoal, chamois skin, stub, and piece of bread. Charcoal paper.

PASTEL MAPS.

Materials: Hard and soft pastels, pastel paper. Draw outline with hard pastel.

INK MAPS.

Line in countries with different colored inks or by using different designs with same color. The colored crayons can be used with best advantage if a careful selection of colors is made and much white used with them.

FIXITY.

The following mixture put on with an atomizer will prevent crayon, pastel, etc., from rubbing off. White shellac gum as big as your thumb in one ounce of alcohol.

SAND.

Fine sand of any kind may be used in the modeling. Fine beach sand is good.

CARE OF SAND.

Keep it moist by sprinkling over it a little water each day after using. Do not attempt to stir or mix the sand while wet. Let it remain over night, and the water will filter evenly through it, preparing it in the best possible way for use the next day.

It kept in a covered box or drawer, it will require but little water each day. The exact amount must be learned by experiment, as the quantity will vary slightly with the temperature and humidity of the atmosphere. It retains its form best when only moistened, and should never be so wet that it will stick to the hands. Always put the sand in the box, and cover it as soon a possible after using.

GENERAL DIRECTIONS.

In studying the outline, surface, and drainage of a division of country, use first some good relief maps made by preceding class. If you have none, make sand map, and have it as correct as possible.

After pupils have quite a clear idea of the outline have them provide themselves with boards, 12 × 18 inches in size. Take one recitation period to draw and correct the outline of the country studied.

After the surface and drainage of the country is thoroughly understood from the study of relief and wall maps, take another recitation period, give the pupils each a piece of putty and dish of water, and have them build the surface of the country and put in the drainage. By keeping the finger wet the child can work the putty more rapidly. Only one period need be used for this work if you have everything in readiness. Examine maps, and save three or four of the best and have the putty from the rest scraped back into the jars. Each one will thus have a map showing the conception each one has of the surface, and will thus have put forth his best effort.

Relief maps should always be made to a scale. If this plan is followed the mountains will not be out of proportion, as is often, if not generally the case.

Pupils should not be allowed too much latitude in the use of colors, for they often choose the more glaring colors, thinking they are beautiful. The colors used in the map should be complementary. The effect produced will be more pleasing to the eye, and much more satisfactory.

The physical features dwelt upon should be such as can be comprehended by the children, enforced by the aid of the solar camera, sand table, maps, and other appliances. For the study of

horizontal forms, countries, and journeys therein, large wall maps should be used. Pupils should frequently make rapid sketches of the continent, first from maps in their geographies, then from memory.—*The School Journal, (New York).*

THE DUKE OF DEVONSHIRE ON TECHNICAL AND SECONDARY EDUCATION.*

I have had great pleasure in accepting your invitation to come here to open this building to-day, because I believe the work of which it forms a part is one not only of local but of the greatest national importance. I think I may assume that all of you who are present here this afternoon are sufficiently well acquainted with the objects for which this building has been erected, especially after the remarks of your mayor, to dispense me from entering into any details upon that subject. I understand that, like other places of your importance, you have long had an efficient art school, and a number of classes giving instruction in various branches of science; but, at the same time, both the art school and the science classes have been inadequately accommodated in point of space, and that they have been under the separate management of various committees. Recently you have taken a step forward in the adoption of the Technical Education Act. You have shown your interest in these subjects by the practical measure of rating yourselves for their support. You have established a central authority, and with the means you have thus secured you have been able to provide, not only the proper organisation for your whole artistic and scientific education, but also, as is shown by this building, to provide fitting accommodation for that instruction. I think that in doing this you have not only acted wisely in your own interests and in those of the generations who are to succeed you, but that you have done little more than to fulfil what, under present circumstances, has become almost an imperative duty. I am aware that we are assembled to-day in

* Being a speech delivered on the opening of a Technical College at Darlington on Friday, October 8th.

a portion of this building which is mainly associated with the purposes of art instruction. I do not deny in the least that art instruction is as essential to a very large proportion of our manufacturing and industrial interests as science itself; but I have always believed—I do not know whether accurately or not—that in the industries with which Darlington is especially identified science, perhaps, holds a larger part than art; and, if in the observations which I have to make to you this afternoon I address myself almost entirely to the subject of the improved scientific education of your people, I hope that you will not believe that I am at all indifferent to the importance of art instruction also in the development and maintenance of our industries. A few days ago a speech was reported in the newspapers delivered by a very distinguished professor and teacher of the Dublin University, Dr. Mahaffy. Departing from the ordinary practice on such occasions when delivering prizes to successful students, when generally the principal speaker is expected to take a somewhat optimistic view of his surroundings, he thought fit to take a very despondent view of the educational movement. He said that he doubted whether, as a result of the educational movement of the last thirty years the people of this country were either happier or better. He admitted that there might be less misery and squalor among the people, but at the same time, he said, there was more discontent, and as to the morality that had been produced by the education of thirty years he said that he himself had been acquainted in his professional labours in Trinity College, Dublin, with a considerable number of students who had since turned out to be remarkable criminals and who had invariably been distinguished by their proficiency in intellectual attainment and in their educational success. I have very little doubt that the report of Dr. Mahaffy's speech to which I am referring was so abbreviated as to convey a somewhat imperfect idea of his intention. As it is reported, it certainly is calculated to convey the idea that education altogether was a mistake, and that we were little better than thirty years ago, when we paid very little attention indeed to the education of the people. I do not think that that could have been his intention. Probably he only desired to express in somewhat strong terms his conviction that much of the educational effort of the last thirty years had been carried on upon wrong principles, and had been devoted to wrong subjects. I do not know whether

on that subject we need altogether differ from him, for we have been prominent in advocating what is called the cause of technical education, have been seeking not only to extend the area of education, but in many respects to alter its direction, and to give to it a more practical character and one which may, we think, be of more advantage to the people of this country. But if there are any who might be supposed to desire to check the progress of education of some sort in this country, I think that their hopes or their anticipations are doomed to disappointment. The people of this country have now discovered that they possess intellects which are capable of cultivation to the highest extent, even the minds of those who are engaged in daily manual labour; and the people having the power to decide are not likely to relapse, or to allow their descendants to relapse, into that condition of ignorance, whether contented ignorance or otherwise, which existed thirty years ago. But we need not discuss, it is not necessary for us to discuss, this afternoon with Dr. Mahaffy the abstract question of whether education has led to the happiness or to the greater morality of the people. There is something which has to be considered even before we attempt to make the people either happier or better, and that is that they should continue to be able to exist.

Science and Art Essential to Commercial Prosperity.

The case for technical education, and for the improvement of technical education, the case for the adequate provision of the scientific and artistic education of our people, is within our judgment essential to the continued efficiency of our manufacturing and commercial interests, without the prosperity of which the people could not continue either to prosper or even to exist. Science and art now enter so largely into the practical conduct and management of every one of our industries that a knowledge of the principles of science and of art is as indispensable to their successful conduct as the possession of bodily strength is necessary for the working of the raw materials. Take the case of the industries in which you yourselves are specially interested—the mining, the iron, and the steel industries. Science enters into every operation by which you extract coal or iron from the earth; science enters into every process by which you convert coal into coke, into every operation in which iron ore, with the aid of coke, is converted into

iron. Again, into every process in which the iron is converted into steel, and into every one of those processes by which steel is converted into the thousand articles in which it serves the purposes of the community, it is science and science only which has created, and which continues to improve, those vast and powerful machines by means of which the heat which is generated from coal is converted into power, and applied to the service of man. In every one of these processes—to speak only of those with which you are most familiar in this district—improvement and development are constantly taking place; and if in any respect your knowledge of any one of these latest discoveries and any one of these processes is deficient, by that extent you are placed at a disadvantage in the competition which you have to carry on with the other nations of the earth. I am not going to say that the theoretical knowledge of the principles of science is indispensable to every manual worker, but I do not think it can be denied or doubted that the higher the average intelligence of the manual worker the more valuable are his labours. It is also an undoubted fact that there are an increasing number of positions, ranging from that of the chief manager of a manufacturing establishment which may employ thousands of hands, to that of the foreman or superintendent of a subordinate branch of such an establishment, to whom the knowledge of what I have spoken is indispensable. It is also undoubted that the supply of knowledge and intellectual ability cannot be found unless we give access to the attainment of such knowledge to the most of the working classes. These are not altogether theoretical speculations, but I think they are at the present moment, at all events, matters of practical interest.

The Dangers of Foreign Competition Exaggerated.

I referred just now to the competition of foreign nations. Many of you will remember that last year, or the year before, there was a great deal of discussion on the subject of the intense competition to which some of your principal industries were exposed. A great deal was said about the decline and the probable fall of British industry. Statistics were produced showing the extent to which in certain industries British manufactures had been supplanted by those of Germany and the United States; but although I think in all those discussions Germany was the chief object of terror

which was held up—"Made in Germany," became a sort of watch-word and battle cry, under which we sought to be led to the abandonment of old policies and to the adoption of new commercial and financial systems—much discussion naturally followed the publication of this statement; and I think that discussion has shown that the alarm which was created was in a great degree exaggerated and certainly premature. The discussion showed that, although comparisons between certain years, and between certain branches of industry, might show depressing results which were due to the change in the direction of our industries, and in the course of trade, rather than to an actual diminution or loss of trade, the volume of our production had not diminished, but, on the contrary, it had continued to increase, although it might be true that some of our competitors had increased their trade and their exports in a larger proportion. Although I believe that this scare was to a great extent exaggerated, I do not think that any one will say it was altogether without foundation or that to-day the condition of some of our industries does not require close examination, probably some caution, and certainly considerable energy in order to retain it in its present position. This, of course, is a great subject which it is impossible for me to discuss fully now; but I will ask you to let me refer for a moment to the official statement, which I think suggests some subjects for reflection. Following upon the discussions to which I have referred, the Board of Trade published an official document containing statistics, and a memorandum founded upon those statistics, relating to the comparative statistics of the population, industry, and commerce of the United Kingdom and some other leading countries. One of the conclusions which the memorandum points to is in these words;—

We are still greatly ahead of every country (that is, Germany and the United States) in our power to manufacture for export, so much so that up to the present the gains of either in this respect have had no very serious effect upon our trade. But, beginning from a lower level, each country is for the moment travelling upwards more rapidly than we who occupy a much higher eminence. If peace is maintained both Germany and the United States, and to some extent France also, are certain to increase their rate of upward movement. Their competition with us in neutral markets, and even in our home markets, will probably, unless we ourselves are active, become increasingly serious. Every year will add to their acquired capital and skill, and they will have a larger and larger addition to their population and trade.

It is necessary, therefore, more than ever that attention should be given in the United Kingdom to the business of manufacturing for export. It is a mistake to suppose that the increase of wealth in foreign countries is, on the whole, unfavourable to us. The richer neighbouring nations are, the better for us and for the rest of the world in the long run. But the change of conditions must be recognised, and we can scarcely expect to maintain our past and undoubted pre-eminence, at any rate, without strenuous, careful, and energetic movement in method.

That is an extract from a very dry official document, prepared, I have no doubt, with the honest intention of allaying, rather than of exciting panic, and I think it contains statements which, at all events, suggest subjects for reflection.

Foreign Inroads due to Superior Technical Instruction,

In face of such warnings as those I do not think we can say that this scare to which I have referred has been altogether hurtful, or that it is in any degree desirable that we should relapse into that state of contented optimism from which it has somewhat rudely awakened us. Very early in life we find the comparative advantage of crying out before, and not after, we are hurt; and if this panic, exaggerated as it may have been, has led us to anticipate and to ward off the blow rather than to wait until it has actually been received, I do not think that it can have done anything but good. I think you ought to remember that even those who have been the foremost in combating anything in the nature of alarm or panic have been forced to admit that there are certain of our industries on which serious inroads have been made by foreign competition. All, almost without exception, agree that in cases where such successful inroads have been made, the cause is, in a great degree, due to the superior excellence of the technical preparation of the workers of foreign countries. I am quite aware that there are many other causes which may, in the opinions of many, be supposed to hamper us in the industrial race; but most of those causes are subjects of a controversial character, into which I do not think I have either time or inclination to enter to-day. Whatever their opinion on the subject of those causes may be there, at any rate, can be no reason why we should not address ourselves at once, and with energy, to attempt to remove one cause at least which is obvious, which is patent, which is not controversial; and in the removal of which employers and workman should

seek to co-operate without the slightest antagonism or opposition of interests.

Our National Awakening.

It is very satisfactory to know that we have been doing of late years a good deal to remove any inferiority under which we may labour in respect of the technical training of our people. We did not, I am happy to say, wait till we were frightened by the scare of "Made in Germany," or any other scare to take up this subject. Some of us saw what was being done by other countries. We saw it late, perhaps, but yet I trust in time, and we profited by there example. We did not wait to be frightened into following their example. If we compare the position of the technical instruction of the present day with that which existed ten or even five years ago, there is ample ground for congratulation. Many, I think I may say most, of our counties and county boroughs have displayed great energy in framing and carrying into effect large schemes for the scientific education of the people. Officers of the Committees of County Councils, many of them men of great ability, have accumulated large stores of experience. The nation now commands the services of a body of teachers whose efficiency increases day by day and year by year. Public opinion was never at any time so favourable to institutions adapted to provide for the local needs of the districts, even though those institutions might involve the community in considerable expense. The nation realises, as it never has at any previous period, that the welfare of its industry depends upon the training of its workers, and, still more, upon the training of the directors of its industries. It is recognised now, as it has not been until a very short time ago, that technical training, or what may be called professional preparation, for commerce, is a science itself—that it needs experts to plan it, experts to carry it out, and experts to maintain it. It is understood that it is not enough to start a scheme of teachnical education and to expect that it will go of itself; and the only means for preserving its continued efficiency is an incessant watchfulness, and a readiness, to adopt and seize upon every improvement which the development of science or of manufacture itself may suggest. A body of experienced teachers, such as many counties now possess, aided, supported, and encouraged by intelligent committees, such as that which I believe provides for the teachnical education of

your county, is capable at the present day of rendering enormous services not only to your own community, but to the nation at large. We ought to remember that this work is only begun, that whatever progress we have made, we are far from having attained the perfection which has been attained by some of our competitors; and if I may recur once more to the subject of competition, I may say that I believe that in the opinions of some of the most competent and thoughtful observers much more alarm is felt on account of what they know has been done on the subject of a scientific and artistic training of the population of other countries, and by what they know of the inevitable results which will follow from that completeness of training, than from any actual inroad which has yet been made upon our industrial and commercial supremacy. Of course we are all aware that we have some difficulties in this matter to contend with, some special difficulties of our own. Our Government cannot impose by any bureaucratic action plans upon localities, however wisely those plans may be formed. We are compelled to take the longer, but we may hope that in the end it will be the more fruitful course of stimulating localities to think and to act for themselves.

Improved Industrial Education a National Work.

But there is, as I believe, an urgent necessity for action, both swift and prudent. It rests with this present generation to show whether our democratic form of Government—whether our people under its democratically-formed Government—can address itself with the necessary sureness of aim and persistency of purpose to frame and carry out plans of education upon which the future welfare of the nation may depend. Democracy is in this respect, as in many others, on its trial. Side by side with us another country, which is not democratic, has built up a system of industrial and commercial education highly efficient and eminently adapted to develop the industrial capacities of the nation. It remains to be seen whether we, to whom the idea of bureaucratic interference in any respect is distasteful, we who believe in local effort and local self-government, we who cling almost with passionate devotion to our liberty to manage our own affairs, are equally capable of building up an equally efficient system. I believe that this may be done, but I do not believe that it can be done without

much effort and self-sacrifice on the part of all of us, or on the part of parents, on the part of local administrators, and on the part of teachers. And let us remember that this work that we are called upon to undertake is not merely a local work. It is something more; it is a national work. Next to the maintenance of a great and powerful navy, the future of England may depend upon its schools and upon what is taught in those schools. The education, the right education, of our people may, and I believe will, become one of the most important lines of our national defence. While much, I think most, depends upon what may be done by local effort, I admit that something yet remains to be done by the Government with the assistance of Parliament. The progress which we have already made, and the tentative struggle in which we have been engaged for the last few years, have revealed the existence in our educational system of a considerable gap which requires to be filled. All the experts agree, in order that the people should take full advantage of the special scientific courses now provided for them, the courses which are to be provided for them in this building, that they must go to them better prepared than they are now.

Improved System of Secondary Education Needed.

Your own expert, Mr. Robson, the Secretary of the County Education centre has called attention to that point. He says:—

"The lesson has been learned by the many which was only realised at that time (a few years ago) by the few—namely, that before specialised technical instruction can be given in an ideal form we require not only a larger supply of competent instructors, but the students must have gone through a course of secondary education not at present available. In other words, there must be an organised system of secondary education provided beyond and above our most admirable elementary school course, instead of the present chaotic jumble existing between the elementary school and the university.

Accordingly, I am glad to see from the same report that the County Committee of Education have devoted a considerable amount of attention to the improvement of the secondary schools in the county. But their powers need to be extended, and that was one object of the measure, to which reference was made by the Mayor, which was brought before Parliament in the Session before last. That measure has been referred to by Mr. Robinson in the same report, in terms which I think are sometimes exaggerated, as "the

most revolutionary measure of modern times." Although it was revolutionary, I do not think, from the tenor of his report, that he altogether disapproved of it. Revolutionary or not, I hope, at all events, that part of it which referred to secondary education will very speedily reappear, and not only reappear, but that some of the difficulties, some of the controverted questions connected with elementary education have been, for a time at all events, disposed of, and that it will reappear with some of its revolutionary provisions extended. I believe as I had occasion to say yesterday in the neighbouring country that we have in this country some of the best and some of the worst secondary schools that are to be found in Europe. Some of each class are under public, and some under private management. I do not think that it is too much to hope that by conferring upon the State, or rather, upon some local authorities delegated by the State—some powers of inspection and examination, it may be possible to stimulate and improve those which are good, and by giving adequate warning to parents it may be possible either to extinguish those which are bad or to compel them, under pain of extinction, to render themselves efficient. A reform of secondary education, no doubt, will require great energy and some self-sacrifice on the part of many. Probably also, as the Mayor suggested, it may require some expenditure of money. I do not see why it should require any large call upon either Imperial or local resources. The large majority of secondary schools are now in private hands, and I know no reason why they should not continue to remain so, provided the local authorities are able to secure some guarantee of their efficiency. At all events, it seems to me to be the urgent duty of Parliament and of the government, assisted by Parliament, to make some efforts to protect parents and the nation from the calamitous results which follow, and must follow, educational imposture. Secondary schools, such as they might be when reformed, would very soon furnish the technical classes, such as those you are establishing here, and increase the number of students qualified, as they cannot be now, to take advantage of those courses for their own benefit, and for the benefit of the community in which they exist. And now, I feel that I have detained you a great deal too long. I hope that, although I have devoted my remarks almost exclusively to one

topic—the necessity for improving the scientific and commercial education of our people—you do not imagine for a moment that I feel different to the higher aspect of education which concerns the training and the character of the students. That is the work, however, rather of the school, and for the schoolmaster, than the science class or scientific teacher. The two need not conflict together nor exclude each other. I know that the highest province of education is to raise the character of the student, and to make him not only an accomplished workman, but a good citizen. Do not suppose for a moment that those who, like myself, are merely interested in the promotion of technical education, are indifferent to the higher side of the question: but it is because of the urgent necessity, which we feel exists at the present moment, to cultivate more than we have hitherto done the study of certain sciences and certain arts which are ultimately connected with the industrial training and prosperity of the people, that I on this, as on other occasions, have ventured to urge the subject most strongly upon you.—*School Board Chronicle.*

THE FINE ART OF BLUNDERING.

In these days, when the voice of the schoolmaster is heard in the land, few of his friends recognise how much his labours resemble those of Sisyphus in hell. I do not wish to insinuate any comparison between the scenes of activity. I refer to his ceaseless rolling up of knowledge only to find himself once more at the foot of the mountain of stupidity. The facts, he who runs may read in the examination room; but the causes are among the unsolved mysteries of infant psychology, upon which science has as yet thrown but little light. There are many famous examination blunders, not more authentic, I fear, than Rougemont's celebrated *mot* about the French Guard at Waterloo—"The Guard dies but never surrenders." Many which are quoted as authentic must awake in the reader's mind suspicions of the raconteur's polishing wit. Such is the definition of a miracle as "a heavenly story with no earthly meaning." Yet only a few years' experience as an examiner will convince the most sceptical of the possibility, at least, of the most

improbable product of stupidity or inconsequence. I have before me some ninety specimens—all collected from actual examination papers sent up by secondary school children. Some are merely stupid, others are full of unconscious humour, and a few are so witty, that it is almost impossible to believe their wit is unconscious. For many children have a sense of humour that most adults might envy with good reason. A number of my specimens too are drawn from the Sixth Form, where the adolescent wit of the coming man or woman is wont to sparkle early and often to the confusion of the unwary or unsympathetic teacher and the dry-as-dust examiner.

However that may be, the ninety specimens of the Fine Art of Blundering here presented fall roughly into fourteen classes, representing as many phases of mental idiosyncracy in the pupil. But, while the blundering is directly due to the quality and structure of the growing mind, it would seem to be indirectly due to a breakdown—temporary or permanent—of the links of communication between that growing mind and the adult mind of the teacher. Before I go further, to avoid misunderstanding, I would point out that this breakdown by no means necessarily implies incompetence on the part of the teacher or the pupil. It is often due to momentary distraction of the pupils'attention by the passing incidents of the class-room, or to unavoidable misapprehension in the teachers' mind, when he fails to notice the pupil's inattention or gauge accurately his ever varying power of reception. Thus at the root of blundering lies, not as a rule ignorance, but almost always inattention or—to use a more scientific and comprehensive term—a relaxed concentration. Why else should children blunder more than adults? By years of practice the latter have acquired the power of rapidly focussing the attention upon any fact or object presented for assimilation or observation, and thus forming an exact impress on the memory or clear image upon the eye. Inexactness of observation or retention is at the root of blundering in examination, where sudden reproductien is required of knowledge hastily garnered in mental barns filled already to repletion. To cultivate accuracy is the teacher's hardest task, and his difficulties are too often immeasurably increased by his own disorderly habits, whether of instruction or personal tidiness. When will teachers

ealise how a disorderly master's desk is linked by subtle and almost imperceptible mental processes with the careless composition and slipshod writing of the pupil's exercise and the diffuse thinking and uncontrolled attention of the pupil's mind, to which it offers a daily example of a casual nature and an unscholarly lack of feeling for style in every form of mental and physical activity?

Of my fourteen classes I set aside at once all blunders in translation from a foreign language, whereof 'lying in state' for *splendide mendax* is, perhaps, the most delightful example, though 'fasting in Lent,' for *festina lente*, is not far behind. Such errors, though due to misapprehension, are not necessarily due either to want of power or lack of intelligent insight. Assuming that the words 'festina' and 'lente' stand for the first time before the young translator's mind, what is there strange or unnatural in his connecting 'festina' with 'fasting,' or 'lente' with 'Lent.'? Doubtless the experience of age would arouse suspicions which would send him to the context, but youth knows nothing of contexts, for the horizon of its judgment is limited, and its imagination, if vivid, is quite undisciplined.

But my next class of blunders—those arising from carelessness—offers more food for reflection on the part of the earnest teacher. Here are three samples of this most prevalent of all scholastic vices. They deal with Thomas à Becket, Jeanne Darc, and John the Baptist—three personages whose names and characteristics ought, one would think, to be as familiar to the ordinary school boy or girl, as the personality of Balbus is to the Sixth Form in a public school. I leave the punctuation and spelling untouched.

"As soon as Thomas à Becket got into the church he began *disposing* the King. And one night he *disgusted* himself and went to France and the Pope *treanted* to *dismisse* him *off* the church .... and then the King said 'Can *nany* man get rid of this *verbunal* man.' and the Knights got him and put him on his own *alter* and *burt* him."

If we pass 'alter' and 'dismisse' as spelling mistakes, and 'burt' as a slip, what is to be said of 'disposing,' 'disgusted,' 'treanted,' 'nany,' and 'verbunal'? Obviously there has been lack of accurate observation on the part of the pupil, and breach of communication between him and the teacher. This was a dull pupil, doubtless, and the prevalence of the class system rendered impossible the individual attention here required.

"They put the Maid of Orleans in prison and then *the* put her to death they did miss her and they put her to the stake and left her to burn up and they never after that had a lady to *led* them but they were so sorry that is a good example for us."

Here are only two slips, but the whole paragraph is a characteristic piece of slipshod thinking.

"John the Baptist was *the prepare* the way for the Kingdom heaven. He lived in the wilderness, and his food was *loacust* and wild honey and his dress was *camaul's* hair with a *guildeal* about his loins."

Here we have inaccuracyin several forms—in memory, observation, and thought.

The following shows carelessness in another, but decidedly venial form, that of phonetic misrepresentation.

"Sabrina fleeing *through* herself into the River Severn."

The examples which might be given under the heading 'Ignorance,' or limited knowledge, are, of course, legion, and I am not sure that it is correct to consider such examples as true blunders. According to Skeat, the Icelandic 'blunda' meant 'to doze, slumber,' whence 'blunder' means 'to be sleepy and stupid' though there is a remoter connection with 'blind.' So that errors due to mere ignorance of fact should be ruled out, since we now associate with the word 'blunder' some sense of unusual stupidity superadded to the mere ignorance. But the few examples quoted deal with such familiar names, that the misrepresentation does strike one as inordinately stupid. Here again we cannot perceive any satisfactory explanation which excludes the breach of communication between teacher and taught already suggested. The pupils who perpetated these blunders were probably not so much stupid as inattentive, temporarily or as a matter of habit.

"William III. was one of the best ministers of foreign affairs known until the time of Lord Salisbury."

Here political bias is also a partial explanation.

"The capital of the United States of America is London."
"Sebastopol is in South America."
"Wellington was killed at Waterloo."
"Masculine—stag. Feminine—heifer."
"Masculine—bee. Feminine—wasp."

Here is the utter ignorance of facts so commonly familiar that makes one jump to the conclusion of stupidity, when breach of continuity is perhaps the true explanation. There is a London in

North America. Why should it not be the capital of the States? 'Stag,' 'bee,' 'heifer,' 'wasp,' are familiar, but their genders are not, and it is difficult to remember what gender the teacher said they were in class. But I confess it is difficult to understand how any child, having read or heard the story of Waterloo, can fail to remember the survival of both the leaders.

Next to absolute ignorance comes that ill-digested knowledge, those disordered memories of instruction only partially heard and confusedly absorbed, which declare themselves in a hesitancy of utterance and a vagueness of definition, that are again wrongly put down to stupidity, when they should be ascribed to lack of concentration in the pupil, or clearness of expression in the teacher, or to that haste fostered by public examinations for which neither is responsible. Geography is fertile in such blunders.

"The position of Plymouth Sound is—It is laying South East."

"The Cambrain System is in the middle of the map."

How delightfully naïve this second one is, and how full of comment for the mind of the experienced teacher! The system of collective education must shoulder most of these sins of vagueness. Thring was right. Twenty-one members is the very outside limit for the ideal class.

"The Scilly Iles are in the Atlantic."

"The chief rivers of France are the Tyne, Wear, Tees, Ouse, Trent."

Time was when this last misapprehension would have been rudely awakened by several strokes of the cane for every river misplaced. Now we ask more wisely, if with less self-complacency, what the teacher was doing with his maps, and the pupil with his eyes, when such an absurd dislocation took place between the teachers' impression and the pupil's receptivity.

"The Metamorphoses are so called, because in each story something or somebody is generally turned into something else."

Is this truly a blunder, or only the natural result of a cramming race for the Matriculation certificate? So many hundred lines *per diem*—so many confused incoherent images upon a jaded mental retina.

"To make an Artesian well a hole is bored in the ground. The rain runs down it and issues at some other place."

So the teacher's remarks ran down into this girl's ears, and issued.

'at some other place,' not unaffected by the virgin soil, that was by no means stupid, probably, but only distraught, through which they passed.

Mistakes in orthography from another class of blunders, which are full of lessons for the phonetican, but otherwise not very interesting. The spelling of geographical names is always a difficulty in schools: But this difficulty is intimately connected with the general neglect to cultivate accuracy of observation, which characterises almost all boy's and some girl's schools. Hastily read in the text-book, as hastily glanced at on the map, the difficult names of foreign places are seldom or never written out, nor are the phonetic elements of their syllabification carefully analysed. Time again is lacking—and owing to examinations. The following specimens are however suggestive and not without humour.

"Bucerist (Bucharest), Taber (Tagus), Curboll and Zabul (Cabul), Rio Jeratro (R. Janeiro), Anathans (Athens), Copeaugune (Copenhagen), Pinkn (Pekin), Woolchester (Worcester)."

Abbreviations are another fruitful source of blunders. The one I quote is the most remarkable I have met with. It is interesting because it reveals the danger inherent in the principal of abbreviation itself—the danger of transference of ideas until a point is reached, where the original notion is entirely lost. The teacher had apparently been in the habit of differentiating our rivers Avon by calling one of them the 'Stratford Avon.' After percolating through the pupil's brain, this abbreviation resulted in the following absurd transference of ideas.

"The Stratford on Avon is one tributary of tho Severn."

False analogy makes another large class. Here the quick imagination, fertile ingenuity and inexperienced judgment of youth, of course run riot. No one is quicker than a child, or the unlettered adult, whose full-grown head still holds the undeveloped mind of its childhood, to perceive an outward resemblance, and forthwith work out essential identities.

"I sit, and play with smiles
Loose types of things through all degrees,"

says Wordsworth, and just as the poet's imagination

"bodies forth,
The forms of things unknown,"

and his pen

> "Turns them to shapes, and gives to airy nothing
> A local habitation and a name,"

so the imagination of youth "bodies forth" from similarities in sound, or sight, "the forms of things unknown," and upon a basis, which the adult judgment knows to be quite unsound, builds up a wonderfully coherent structure defective only in its rotten foundation. The humorous character of these creations lies wholly in the perception of the falsity of the analogy. This being absent in the child mind, for it there is no stupidity in the structure, since all that the child really perceives is coherent and sensible enough. Here again we have a breach of perceptive continuity due to inexperience merely and not to lack of mental power. Some of the following specimens are delightful in their unconsciousness of the unsound basis of deduction employed by the youthful reasoners.

"Cambric, a kind of cloth so called because it comes from Cambudge." (Imperfect impression of the teacher's 'Cambray.')

"Cambric, 'Bric' was the Anglo Saxon word for a bridge. Cambric thus means the bridge of the Cam." (Base—mere visual resemblance).

"Laconic. 'Conic,' like a cone, coming to a point, therefore used of terse answers."

"Nice, derived from place, Nice, France."

"Nostril. 'Tril' was an old diminutive ending, nostril—little nose." (Visual resemblance—confused knowledge of suffixes and meathods of derivation—ingenuity).

"Posthumous from 'post,' after, and humour,' disposition." (A little Latin—visual resemblance—hazy ingenuity in connecting 'humour' and 'disposition.'

To call the authors of these gems of derivation stupid, seems to me entirely unscientific. Our old philologists were not stupid. They were wise men of their day, yet they perpetrated absurdities quite as great. But their mental experience and scientific discipline resembled that of the child of a more advanced epoch. These blunders would therefore be better described as humourous products of ingenuity playing upon inexperience.

The following seem to me to based in every case upon some form of misapprehension, combined, of course, with a certain degree of pure ignorance and careless thinking. Geography again supplies some curious specimens.

"Asked to describe the course of certain rivers, the answer is "a moderate course," or "a rapid course" ('Course' mistaken for 'stream.' Probably if this child's attention had been aroused, she would have corrected her mistake at once.")

"The Shannon flows into the mouth of the Shannon."

"Rhone starts in the Ocean and flows north to the Alps." (Misapprehension of the downward course of a stream from high to low land, through use of a map which does not show high lands in relief. This is a strong argument for the use of relief maps.)

"The Mersey is situated in the bed of the ocean and runs westwards." (Misapprehension of the nature of a tidal estuary ?)

"Climate of Scotland is furtile."

"The capital of Holland is Belgium."

"The capital of Bulgaria is Rumania."

The last two show collocation without full apprehension. The fact that Holland and Belgium are *near together* was grasped in class, but not the fact that they are *out side each other*, and that both are countries. The next three show a further development of this form of error.

"Belgium—capital, Brussels situated on the coast of France."

"Greece—capital, Athens situated in Turkey."

"Portugal—capital, Lisbon situated in Spain."

The proximity of the countries has been grasped, but their names and the names of the capitals have been imperfectly apprehended as mere unlocalised vocables.

The following also show misapprehension of some part of the instruction given, resulting in incomplete and incoherent notions.

"A vote of censure in the Lords might mean the resignation of the Sovereign."

"The Lord Chancellor is speaker of the Houses of Parliament, and chairman of the Cabinet."

"England has no constitution, the government is carried on according to custom."

"Rule of settlement is a rule that people may not go from town to town begging unlesss they live in a house worth £10 a year."

"Rain-prints are very large raindrops preserved as fossils in clay."

"If a fly walks round an orange it comes back to the same place. There fore the earth is round." (Vivid impression made by illustration overpowered the links of deduction, which were imperfectly apprehended at the first and have afterwards been lost).

"Blood is composed of arteries, veins, white tubes, red and white corpuscles." (Channel mistaken for its contents).

"If a vein is cut, a small bubble of air may go in the blood to the heart, and it immediately stops beating and death ensues." (Pathology of infection and syncope misapprehended and confused.)

"Remedy for the consequences of a leaky gas pipe—apply the stomach pump." The examiner was thinking of explosion. The child thought of asphyxiation.)

"A heavy meal causes drowsiness because the food is too heavy, and draws the head down."

This is a delightful specimen of false diagnosis from obvious symptoms. The nodding of the drowsy head is attributed to the direct action of the weight of the food, instead of to the muscular relaxation caused by the withdrawal of blood from the head to help he digestion in disposing of the weight of the food.

"Salt is put into the saucepan to kill insects in the greens" (Process grasped—object misapprehended.)

"Mustard is not eaten with mutton because it would make it taste like beef." (It is difficult not to suspect here a sly sense of humour).

"Cause of variation in price of fish—the weather may have driven the fish together further inland."

"Comus is written in prose, i. e. the lines do not rhyme except in the songs." (Misapprehension of true nature of poetry, supposed to be constituted by rimed endings, together with vague notions of blank verse.")

"Adjectives are inflected to denote gender sometimes, as he-goat, she-goat. Nouns are inflected to show gender, as ox oxen."

"Other number of pence—shilling" In this last specimen we have first the misapprehension of 'pence' for 'penny,' and then that the plural of 'penny' is 'many pennies,' i. e. 'shilling.'

My next three classes are all due to confusion, which may be verbal, notional, or temporal.

Among verbal confusions the "Dolphin of France" is an old friend, but I do not remember seeing him called the "Dwarf of France" before. The first is, after all, merely an anachronism, since 'dauphin' and 'dolphin' are really doublets. Confusions between 'Pennine' and 'Pyrenees,' 'metre' and 'meter,' are also familiar. But the following specimens are, I believe, distinctly novel.

"Neck of mutton is very nice made into ash."

"When you have a burst pipe—send for the turnkey."

"Authors in their books generally apologise for their brief retrogression."

"Eglantine, a Knight noted in tales of chivalry."

"The metere of Shakespeare's plays is Iambic Perimeter."

"The machinery &c. of masques was so complicated that sometimes Indigo Jones himself had to stoop to make it."

"To exclude damp, layers of sinks should be put between the bricks." (*Sci.* 'zinc.')

"Augustus brought Christianity to England."

"One of the three chief Courts of Justice is the Reprobate, Divorce, and Admiralty Court."

"In criminal trials the jury console together."

"A barrister is needed in every wellgoverned country because he knows all the inns and out of the law."

"If there is a surfeit, the Chancellor of the Exchequer suggests that taxes should be reduced."

"The voter goes into a small cubicle to record his vote."

"Marine currants are produced by the wind."

"Circe changed any man who drank of her cup into a groveling spine."

"When the moon is seven and twenty one days old, we have leap tide."

"Tournament means to worry or bother. King John was a tournamenter or tyrant."

"A chicken should be trusted before cooking."

"The disciples took up twelve baskets of fragrance."

In the following the confusion is notional rather than verbal.

"Francis Bacon was Elector of Hanover."

"Periods of English—Low English in Plantagenet times."

"Phœbus was goddess of the morning. She is described 'Rosy Phœbus, weary of ancient Saffron's purple bed,' Saffron being her old husband to whom she had given immortality but had forgotten to give youth."

"The clergy no longer sent representatives to parliament because they preferred to go and meet at Exeter Hall."

"Leviathan—wales found in the margin of Bibles at that time."

"John signed the pledge at Runnymede, but did not intend to keep it."

It would be difficult to match the last two for their unconcious humour. The remaining examples of confusion are temporal, *i.e.* of the nature of anachronisms. History is here a fruitful source.

"Clive was a young clerk who helped in the Indian mutiny."

"Robert Clive was the only man that seemed to put things straight after the South Sea Bubble." (Here the Christian name Robert has connected Clive and Walpole, and led to unconscious transposition).

"Clive was the man who releaved Lucknow." (The common ground of India seems to be the only connection here.)

"The English were under Blake at Waterloo."

"Joshua, the successor of Moses and companion of St. Paul in his journeys."

"Cromwell was made Earl of Strafford. He saved the country in the South Sea Scheme."

"Cromwell got the victory at Waterloo."

"Malborough won a lot of battles in the American Independence."

"Nelson: He was a very famous man, as Commodore Nelson won many famous battles. He lost his right arm at the battle of Trafalgar, and after the battle of Waterloo he was forced to go to Elba. At the battle of the Nile Nelson lost his life, that battle was the last in his famous career. Nelson and Wellington and Napoleon were our three greatest sailors and the best men that England ever had. To this day there memory is as clear as it was years ago."

What a delightful, unconscious comment the last line is upon the astonishing hotch-potch that precedes it! The remaining two are also exquisite in their way.

"Milton was a good poet, and he introduced the penny postage."

"Francis Bacon was a great statesman. He was prominent in the beginning of Victoria's reign but has retired."

There is a class of blunders in which the personal interest attaching to some great name or event overshadows the context and leads to absurd disproportion in the candidate's answer. Thus if the examiner asks for a life of Wellington, he will often get only a description of the battle of Waterloo. Or, if he asks for a description of the battle, its actual features will be slurred over, and he will get instead a detailed description of the ball at Brussels on the eve of Quatre Bras.

Lastly we have perhaps the funniest class of all—that in which the statement itself is correct enough, but the manner of it so incongruous as to be either perfectly ridiculous or very witty.

"Zacherias was a priest and father of J. B."

"To vote for an M.P. a man must not be a woman."

Such a consideration of examination blunders is full of lessons for the experienced teacher, to whom they will be eloquent of ineffective methods—methods, that is, not necessarily bad in themselves, but unsuitable, for various reasons, to individual members of the class. For the information of the young teacher the following suggestions may be made, drawn from the examples cited above.

Strive by every means in your power to make sure of your connections with the mind of your pupil. It is not enough to be clear theoretically and academically, you must be clear to *him*. Otherwise "the salt has lost his savour."

In this connection, never attempt to instruct him when his brain is weary and his attention wandering; for then he will get but half-impressions which will end in whole muddles.

Never excuse inaccurate or untidy work, nor yourself set an example of casual habits, because the leaven of it will run through all your pupil's mental processes and betray both him and you in the heat and stress of the examination room.

Some members of every class require more individual attention than others. Find them out and never forget them, even when time is wanting to give them all they need.

In spelling attend to the syllables and the words will take care of themselves.

Watch all abbreviations day and night.

In derivation, be merciless towards imagination in all its forms.

Never teach Geography from anything but maps and use as many relief maps as possible.

Striving always to speak and think clearly yourself, never allow your pupils to do otherwise in your presence unrebuked.

Explain all new terms a hundred times.

Let the word 'stupid' and all its cognates be banished from your vocabulary, save in so far as you may feel constrained in the privacy of your own chamber to apply it to yourself. Remember always that for every misapprehension on the part of your pupil there is a reason, which seek earnestly, and then you will find the success that, whether your pupil be clever or not, will surely be yours because you have learnt to link your mind with his.

The Educational Review.

MADRAS TEACHERS' GUILD.

The work of the Guild for this term opened with a visit to the Biological laboratory of the Presidency College on Saturday August 7th. An interesting programme was gone through. It consisted of demonstrations by Dr. Bourne of the *functions of nerves* and the *fertilisation of orchilds,* together with exhibitions of biological specimens, microscopic slides, collections of flowers, models, &c.

A recent visit to the Teacher's College Saidapet at 2 P.M. on Saturday November 6th, is described on another page.

There have been three ordinary meetings, the first of which was held on Monday August 16th, when the late Rao Bahadur S. Seshaiya of Kumbhakonam delivered an address on 'Reminiscences of education in India twenty-five years ago'. The second meeting was held on Thursday September 22nd, when R. S. Lepper, Esq. Principal of Pachaiyappa's College, opened a debate on Madras University and its affiliated colleges.' The third was a lantern lecture on South Indian Architecture by S. H. Reynolds, Esq., of the Christian College. Two more lectures are in contemplation.

It is proposed to hold an Educational Conference on December 22nd and 23rd, consisting of four sessions, two morning and two evening ones, with a social gathering on the evening of the second day. Messrs. Nagoji Row of Kumbhakonam, Sathianadhan and Seshaghiri Sastriar of the Presidency College, R. S. Lepper of Pachaiyappa's, W. E. Hoare of Doveton, have consented to the request of the Conference Committee to prepare papers. Offers of papers from Me[illegible] ...nning to end and very little and Sivasankara Pandyaji of Madras ...oss to the reader. The book is nrd. Mr. J. M. Hensman of M[illegible] printed on good paper. The illustration are decidedly good one. It is in the action of the figures and faces depicted the impression w. are intended to convey. Altogether "Paris at Bay" is a very reada.be book which should sell well at this season.

CORRESPONDENCE.

THE ORIENT READERS.*

THE PRIMER.

TO THE EDITOR OF THE "*Indian Journal of Education.*"

SIR,—Permit me to say a few words regarding the Orient Readers and to discuss their fitness to supersede the Readers commonly in use in this country. In this article, however, I shall confine my remarks to the Primer.

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* By Eric Robertson, M.A., Fellow of the Punjab University, and late Vice-Principal, Government College, Lahore. Macmillan and Co., London. 1897.

Places wanted for.

1. An experienced Christian Graduate Head Master, who is eligible for a third Grant.
2. A Physics B.A., L.T. (Tamil).
3. A History B.A., (Latin, Urdu), untrained Eurasian.
4. A Trained Certificate, F.A., Tamil.
5. An untrained F.A., Christian (Tamil).
6. An untrained F.A. with ordinary certificate.
7. An untrained Physics B.A. (Sanskrit).
8. A Matriculate with First class Normal Certificate.
9. A Eurasian B.A., Head Master or College Assistant drawing Grant.
10. A Sanskrit, Chemistry B.A. (Tamil), untrained.
11. An untrained certificated B.A., Mathematics (Tamil).
12. A B.A., Philosophy, Tamil, L.T. Theoretical.

S. SATTHIANADHAN,

Registrar, Teachers' Guild,

Royapettah, Madras.

A VISIT TO THE TEACHER'S COLLEGE, SAIDAPET.

On Saturday November 6th, at 2.30. P.M., about fifty members of the Madras Teacher's Guild availed themselves of Mr. Duncan's kind invitation to visit the Teacher's College, Saidapet, and see it in full work. Among those present were Mr. W. Keess, the Rev. F. W. Kellett, Messrs. K. B. Ramanatha Iyer, G. V. Krishnaprabhu, and C. B. Rama Row. The Lady Superintendents of the Training School, Royapuram, were also present.

The members assembled in the central hall where special arrangements had been made to receive them. After a few words of welcome, Mr. Duncan took them round the building and the Practising High School. He first explained the 'criticism lesson list' of the junior and the senior batches, how the lessons are distributed among them and how each student could get a fair number of turns every term. The book containing the history of the normal

students was then shown. The black boards containing exercises on different subjects neatly written were next visited, and then a move was made to the central hall of the Practising High School, where the 'routine', the 'progress register' and other things of that sort were exhibited. After this the members were taken to see the High School classes at work, which seemed to interest them much. They were then taken back to the central hall where Mr. M. Ramaswami Iyengar B.A., L.T. gave a very interesting model lesson on South America. Then a "criticism lesson" was given by a graduate student of the College, presided over by Messrs. T. R. Scott, and S. Subramanya Iyer. The brief criticisms of the students and the summing up of the chairman were highly appreciated by the audience.

The members were then conducted to the new hostel-buildings, attached to the College. These were almost complete, but not yet formally open. Before leaving the place, Mr. Keess, on behalf of the members assembled, proposed a hearty vote of thanks to Mr. Duncan and his staff for the great kindness with which they were received and conducted. The vote was carried by acclamation.

This was not all. At the Recreation ground the normal students were seen drilled, and the movements which were timed to music were excellently done.

The gathering then dispersed, the European, Eurasian and Native Christian visitors being invited by Mr. Duncan to tea in his house, and the Hindus by Mr. Ramanuja Chariar to the Hostel. Light refreshments which were welcome to many were served. Another vote of thanks closed the visit.

After thus spending two hours and more, the members left the institution, having passed an extremely pleasant and profitable afternoon.

REVIEWS OF BOOKS.

THE GOLDEN TREASURY OF SONGS AND LYRICS: SECOND SERIES. F. T. Palgrave. (*MacMillan*) 2s. 6d.

It is difficult to speak too highly of this admirable sequel to the celebrated "Golden Treasury." The present volume gives a number of selections, and excellent ones too, from nearly all the best known Victorian poets. Though the editor has unfortunately not been able to obtain any specimens of Swinburne's poetry, the poems that are included in the book are amply sufficient to justify its publication, and go far to make us feel that even the minor poets of this age are no unworthy votaries of the muses. Both Tennyson and Robert Browning are well represented, so also are Mrs. Browning, Matthew Arnold, Clough, O'Shaughnessy, the Rossettis, Tennyson-Turner, Patmore, Lord Houghton, and even Barnes the bard of the Dorsetshire dialect. Thackeray, Trench, Kingsley, Keble, Newman and Landor are also made to contribute. But indeed it is impossible to give in a short space an idea of the gems in this true treasury, so many and so varied are they. When we say that "Crossing the Bar," "Ask me no more," the "Epilogue to Asolando," the "Guardian Angel," "The forsaken Merman," "The Cry of the Children," "If she but knew," the "Blessed Damozel" and the "Evening Melody" are but samples of the poems in this little book, it will be obvious that no lover of English verse should be without it. And indeed there are many other selections included that would deserve special mention if a really adequate idea of the richness of this volume were to be given. But we prefer that the reader should buy the book before knowing all the wealth of poetry it holds.

"THIRTY YEARS OF TEACHING." BY L. C. Miall, F.R.S. (*MacMillan.*)

This is a series of very bright, short, practical and suggestive essays on a number of subjects connected with teaching, based on Professor Miall's own experience as a lecturer, as the father of a family, and as a shrewd observer of men and things. There is a delightful absence of pedantry and a refreshing naturalness about the book that give vividness and directness to the many excellent hints and maxims in which it abounds. It is extremely interesting reading, is well worthy of the attention, not only of every teacher, but of every parent

and manager, and should certainly have a place on every teacher's bookshelf. If all books on education were written with as much knowledge of life and as little waste of words as Professor Miall's small volume, there would be a more widespread belief in their utility.

THE NAVAL CADET (*Blackie and Sons.*) 3s. 6d.

This book from the pen of Gordon Stables will no doubt be relished by those who like stories of adventure, and, provided that this appetite is regaled abundantly, are not particular as to details. But the story seems to us to be of a curiously mixed nature, and is in fact an attempt at the combination of reminiscences of the author's youth and early nautical career with the most recent political events. Creggan M'Vayne was when a mere infant washed ashore one stormy night on an inlet off Skye, and taken care of by a recluse. The story of the recluse is given as an illustration of the grievances of the Skye crofters, but we should say that the forcible methods described as having been employed to coerce the crofters are so extraordinary as to justify scepticism on the part of the reader. Young Creggan enters the navy, and we are treated to a description of a middy's life and the fun he gets out of it. The boat is ordered to the west coast of Africa and, among other events, its officers and men join the expedition against the barbarous and bloody city of Benin and play a prominent part in its capture. On the journey home the ship encounters a storm, The description of which scarcely occupies a page, and which does not appear to have been exceptional in its severity, yet juvenile expectations will be whetted on seeing the title of the chapter. "A fearful night." The same kind of thing occurs elsewhere, and it is evident that Dr. Stables has tried to get too much into his volume. In many places the story is of so scrappy a nature that one would suppose it was the result of an attempt to make a connected story out of a diary. Creggan's next cruise is to the coast of Venezuela. A boat containing castaways from a burning ship is picked up, and we are rather taken aback to find one of them, a common sailor, in telling the captain his story, quoting long selections from the Ancient Mariner. Truly the schoolmaster is abroad. A run ashore with a Venezuelan friend permits of a description of Venezuela. The ship is then sent to China, where, as the result of an accident in the surf, Creggan and some of his friends find themselves on a Japanese cruser and are thus made spectators of the great sea fight in Yalu Bay, in the recent war between China and Japan. This with the necessary historical introduction does not occupy more than twenty-one pages of large type. As elsewhere, no

The author has taken great pains in the first ten lessons of the book to furnish the teacher with notes on the shapes and structure of the letters. He says: After learning the structure of the letters, the pupils may be told how they can most easily be written. The "**f**," for instance, begins with the dot; the "**i**" begins with the small horizontal line at the top. Next the pupils may be asked to name objects like these letters. For example, "**l**" is something like a "*minar*," or a stick, or a pencil; "**i**," which is a smaller "**l**" with a dot over it, is like a small "*minar*" with the moon shining over it; "**f**" is like a walking-stick with a bent handle, or like a "shepherd's staff." An "**e**," the pupil must be told, is an "**o**" open at one side, with a line drawn across. A "**c**," is an "**e**" without the line across and with its upper end curled up. The "**x**" is somewhat like a pair of scissors. Again the pupil is advised to think that the component parts of "**a**" are somewhat like snakes; "**s**," he must concede, is like a snake, and "**g**" like spectacles. The forms of the letter "**b**," "**d**," "**p**" and "**q**" are to be illustrated by the handle of a sword. A top may be shown as something like "**v**." Two tops together make "**w**." A top with the winding string hanging down from the point at the bottom makes "**y**."

Now if the author's object in giving these directions to the teacher is to help the pupil to learn the shapes of the letters, it is not clear how his attempt can be pronounced a success. For, evidently, the appeal made in each case is to the child's perception, the assumption being that he is able to reproduce on slate or paper the forms of the objects he has already seen. But is this assumption always true? If the child cannot draw with sufficient accuracy a snake or a pair of spectacles or scissors, what is the use of telling him that the forms of those objects are respectively like the letters **s**, **g** and **x**? A little reflection on this point would enable one to perceive the following dilemma: Take any average child, he must either be, or be not, able to sketch a pair of scissors or the handle of a sword. If he *can* sketch a pair of scissors or the handle of a sword, it is only rational to expect him at the same time to be able to copy a much simpler figure as the letter x, or the letters **b**, **d**, **p** or **q**; and in his case the objective reference is unnecessary and possibly misleading. If, on the other hand, the child *fails* to portray the objects, nothing is achieved by leading him to grasp the forms of the letters through the medium of previous concepts, except waste of time and mental strain on the part of the teacher and the taught, to say nothing of the comic spectacle of an over-credulous, but conscientious pedagogue gravely inducing a tolerably observant pupil to believe that "the component parts of "**a**" are somewhat like snakes".

But the point I wanted to urge in connection with the learned author's solicitude regarding the shapes and structure of the letters has yet to be stated. To begin with, I must observe that I do not see why ability to write the *printed* forms of the small letters should be the first thing to acquire in learning the English language. Is it because it is the easiest thing for a beginner to learn? Or, is it because it is the most constant requisite in after-life? Decidedly it is neither. On the contrary, it is one of those things which require no special teaching at all, being unconsciously acquired. Fancy how strange a plan it would be to insist on teaching a child how to draw the likeness of a horse or a table before instructing him in other particulars regarding either of those objects. Mere common sense would suggest that all that is required here, as in the case of the printed forms of the letters, is to make sure whether the child can *recognise* the objects after he has seen them a number of times. Instead of doing this, to go and harass the innocent helpless pupils by making them copy the letter on the slates and still more confound them by the teacher's correcting these copies before them is, I think, almost sinful.

If the plan of beginning the book with teaching the shapes and structure of the letters is unsatisfactory enough, the words that have been selected to be taught first are sorely injudicious. They are *it*, *if*, *lit*, *fit*, *fill*, *till*, *lilt*, *jilt*, *tilt*. There is not one word in these which I cannot strongly object to. The Orient Readers, I believe, are meant by the eminent author for Indian, and not English Students. If so, it should not have been difficult for him to see that the inevitable enquiry of every Indian tyro after pronouncing an English word would be, What does this mean? And if the eager query is not met by the vernacular word for some well known concrete object, such as "horse," "water," "box," &c., or some readily cognisable act, such as "sit," "go," "jump," &c., the disappointed look of the little ones would be well worth study. It requires no deep thought to discern that such parts of speech as conjunctions, adverbs, prepositions, and even pronouns and adjectives are entirely out of place at the beginning of an English Primer for Indian students, and should be reserved till the infant mind is developed enough to perceive, with some degree of spontaneity, their necessity for verbal combinations. And this is just the place where I should most sincerely deplore the great blunder which appears to have been committed in discouraging or discontinuing the publication of those masterly Primers English and Malayalam, in connection with which, if for nothing else, the name of Mr. Garthwaite will be gratefully remembered. Mr, Robertson, on the other hand, would appear to attract more importance

o the rhyme of the words in the early lessons than to their meaning. Rhyme, no doubt, helps a little in learning the pronunciation of the words; but this advantage is more than counterbalanced by the difficulty of having to make pupils understand such ideas as are conveyed by the words "lilt," "tilt" &c. The word "jilt" ought never to have found a place in the book.

Lesson 21 sets a pernicious example to the pupil inasmuch as it contains sentences where capitals are used indiscriminately, as: "A Man has a Hat. Get us a Dog and a Doll and Nuts, &c" This lesson might lead the pupil to think that capitals may be used at the beginning of any word he chooses. If the author's object was simply to show capitals used in words, he could have done so consistently with the rules of grammar by means of short sentences beginning with various capitals, and at the same time instructed the teacher, in a footnote, to tell the pupils that every sentence should begin with a capital. Lesson o[illegible]ntains sentences where pictures of cat, rat, cow, frog, &c., are in- e[illegible] stead of the corresponding nouns which are left for the student to [illegible]k out for himself and use in the respective places when reading the lesson. This, indeed, is a novel idea, although the picture of the sun might well have been reserved for a more advanced stage.

A word more about the woodcuts with which some of the lessons are illustrated. The first picture is in lesson 2, and descriptive of the word "lit." What a happy word for illustration for a child of, say, seven or eight years! And this is how the feat is accomplished: A half-naked, half-starved fellow with a big turban is represented as sitting, like a monkey on his haunches, and carefully pouring something into a vessel placed in front of him. Some chatties or pots are piled up on his left, beside a stand presumably of the lamp which is 'lit.' The second illustration, in lesson 3, is of the word "hit," and is equally, bad. Here too is a fellow, in a tight-fitting long coat, with the indispensable turban, represented as running up to thrust a firmly held bat into something that is in his way. No ball is seen any where, and the picture, on the whole, is too poor to suggest the idea of hitting. The next picture is in lesson 5, and is all right. It is of an ox, and conspicuous enough to interest the pupil. "A wet dog" in lesson 10, and "Ram" in lesson 11 are passable. But the "Man," in the next lesson, at whom "a fat rat ran" could very charitably have been made to look less bulky and abominable. "He fed ten hens," in the next lesson, is excellent, and readily appreciated by the pupils. "Mill," "A frog is on a pot," "He can hit," and "Rat," in the next four lessons are also passable. But "I am a boy, and can run," in lesson 23, suggests more

the act of "skipping" than "running," and might seem to imply that, if he were a girl, he could not have run. The remaining illustrations—"The man has a box," "Toys," "My papa and mamma," "Try again," and "Hot milk," in lessons 27, 31, 32, 37 and 38 call for no remarks. The last picture in the book ought to be highly interesting to the pupils, being a likeness of Her Majesty the Queen-Empress, although no where it is said so in the lesson which, begins with the sentence, "Do you see the cat?" and ends with the sentence "you may play when you get back from school."

About the illustrations generally I feel constrained to observe that neither sufficient thought nor care has been bestowed upon their preparation. The adult mind, of course, can easily understand what is represented in each case, and even appreciate the artistic skill displayed in some of them, as, for instance, in "Try again," where the calmness and philosophic patience of the teacher, and the confusion of the erring pupil, are clearly depicted. But to children the majority of the illustrations are unintelligible, and, what is worse, the most difficult ones to understand, *viz.* "Lit" and "Hit", are placed at the beginning of the book.

On the whole I am led to think that the Primer is ill-suited to the requirements of young pupils in general, and Indian pupils in particular for whom it is intended by the author, and I have no hesitation in concluding that it would be a grievous mistake to force upon the tender minds of helpless little children such an unscientific, ill-devised and unhappy publication as the one which I have reviewed.

C. ANTHAPPAYI.

LITERARY NOTES.

Messrs. Longmans & Co. have a new work in the press by Mr. and Mrs. Sidney Webb, entitled 'Industrial Democracy: a study in Trade Unionism.' It will consist of a complete analysis of Trade Unionism and its relation to other Democratic movements, to which the 'History of Trade Unionism,' published in 1894, may be regarded as an introduction.

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The following are among the new books, published or about to be published this season.

"*The Story of the English Shires*" by Dr. Mandell Creighton, Bishop

of London (Religious Tract Society). This promises to be an interesting sketch of the history of the different counties of England.

"*The Story of the Church of Egypt*" by E. L. Butcher (Smith, Elder & Co.), a history of Egypt from its conquest by Rome till the present day.

"*The Origin and Early History of Christianity in Britain*" by Dr. Grey (Skeffington & Co).

"*A History of Christianity in the Apostolic Age*" by Dr. A. C. McGiffert, in the "International Theological Library."

"*Contributions to the Early History of New Zealand*" *Vol.* I. (on the settlement of Otago) (Sampson Low, Marston & Co.)

"*Cambridge Described and Illustrated: a History of the Town aad University*" by T. D. Atkinson, (MacMillan & Co.), with twenty-nine steel plates and many other illustrations.

"*Letters Received by the East India Company from its Servants in the East*" *Vol.* II., edited by F. C. Danvers, Registrar and Superintendent of Records, India Office. This is one of ten volumes devoted to reprints of East India Company correspondence during the years 1603-1619. Sir George Birdwood writes the introduction.

"*Style*" by Prof. Walter Raleigh (Edward Arnold).

Scott's "*Rob Roy*" and Thackeray's "*Vanity Fair*" in the Illustrated English Library (Service and Paton).

"*Recollections*" by Aubrey de Vere, (Edward Arnold). A most fascinating book.

The "*Essays of Schopenhauer*" translated by Mrs. R. Dircks, and *Renan's* "*Life of Jesus*" translated, with an introduction, by W. G. Hutchinson; two new numbers of the "Scott Library."

Verdi, Man and Musician" by F. J. Crowest (John Milne).

Steele and Addison's "*Spectator*", edited with introduction and notes by G. A. Aitken in eight volumes (Nimmo & Co.); the same, edited by G. Gregory Smith with an introduction by Austin Dobson, also in eight volumes, (J. M. Dent & Co). Portraits are supplied in each edition.

"*The Centenary Burns*" edited by W. E. Henley and T. F. Henderson, vol 4 and last (Jack & Co). This volume includes Songs, Unauthorised Poems, Notes and Indices.

Dawlatshah's "*Tadhkira*" in "Lives of the Persian Poets" edited by Prof. E. G. Browne of Cambridge (Luzac and Co.). This text has been established by the collation of a number of the best available manuscripts in Cambridge, London, Paris and Oxford.

"*The works of Henry Constable*" the Elizabethan poet. (Hacon an Ricketts).

"*Social Switzerland: Studies of Social Movements and Legislation* ˙ *the Swiss Republic*," by W. H. Dawson (Chapman and Hall.)

A "*War Map of the North West Indian Frontier*" (W. A. K. Jo ston). This is said to show clearly all the places mentioned in the spatches.

An "*Elementary Text-Book of Sound*," by John Don M. A., B. Sc. (University Correspondence College Press.)

EDUCATIONAL NOTES.

Dr. Hill, Master of Downing College, is Vice Chancellor of Cambridge for this academical year.

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Dr. Herbert Giles of Aberdeen, formerly of the Chinese Consular Service, has been appointed Professor of Chinese at Cambridge, in succession to the late Sir Thomas Wade.

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A Lectureship in Physiological Psychology has been founded in the same University.

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At Mason College Birmingham a Professorship of Philosophy and Political Economy has been founded.

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On October 9th, the University Hall for Women in connection with the University College of North Wales, Bangor, was opened by Miss Helen Gladstone.

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In spite of the Rev. Dr. Johnston's fulmination, the University Court of Aberdeen has appointed Dr. Gloag as temporary Professor of Biblical Criticism once more.

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At the London School of Economics this session two Girton ladies are lecturing, Miss Macarthur on "the Development of the Office of Justice of the Peace," and Miss Tomn on the Referendum."

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Three centres for the teaching of practical housewifery to Board School girls have already been formed in London. The instruction is of the most practical nature, the children being taught how to clean and cook and manage a workman's house which is kept specially for this purpose. There will soon be no reason to blame the Board School for teaching poor children to be above the ordinary work of life.

By the recent death of Mr. F. T. Palgrave, late Professor of Poetry at Oxford, we have lost one of the most devoted students and graceful exponents of English Poetry, whose knowledge and discrimination have p[illegible] an important part in bettering the literary taste of the English-[illegible] world. His last book is reviewed in this number.

COLLEGE CORRESPONDENCE.

PRESIDENCY COLLEGE, MADRAS.

The Literary Society in connection with the college has been very active, thanks to a new Secretary who is very energetic. We had a very enjoyable social evening on the 26th October. The programme consisted of music, vocal and instrumental, Indian and European, in which some ladies and gentlemen and the students of the college took part. A piece from *Pickwick* (the elopement scene) was acted by six students. They were carefully trained by Dr. Browne, the Professor of Biology, who is an adept in the art. The ladies who took part in the musical programme were Mrs. Browne and Mrs. Bilderbeck. Among the strangers who kindly took part were Mr. Goodrich and Dr. Vangeyzel. Altogether it was a very enjoyable gathering. We used to hear complaints formerly of the aloofness of the Presidency College Professors. There is no room whatever for such complaints at present inasmuch as the Professors take a great interest in the students.

The nomination by the senate of Mr. Stuart, as the university representative in the Legislative Council is an honour conferred in the college. The members of the Literary Society met on the 8th instant and sent him a letter of congratulation.

The Anniversary of the Literary Society is to come off soon, and the Hon'ble Mr. C. S. Crole is to deliver the address on "Thinness as a mental characteristic." Considerable attention has been paid by the students to Athletics; the cricket team, however, has not been doing as well as last year, though in the later matches it has pulled up considerably. The college examinations will commence in the second week in December. The Historical Society has had a very interesting paper read to it by Mr. R. C. C. Carr on the Elizabethan period. The Philosophical Society has had two meetings at which papers on "Mind and Body" and "Instinct and Intelligence in Animals" were read and discussed.

INDIAN NEWS.

BENGAL.

It is a matter of great regret that just at a time when E[illegible] schools had, many of them, begun to prepare their pupils for the M[illegible]lation Examination of the London University, the latter should have ceased holding its examinations in India. Several of our best schools—St. Paul's, Darjeeling, St. Joseph's, Darjeeling, and others—had for the first time definitely abandoned the Calcutta University this year, and it will be readily understood what an unhinging of plans and pursuits has followed in consequence of the withdrawal of the London examinations from India. In justification of so sudden a change in its policy, the Senate of the London University urges that the statistics show that very few of the colonial candidates pursue any university course after matriculating. Out of 671 entries in the Matriculation, only 41 have [illegible]esented themselves for the Intermediate Arts and Laws, and only [illegible]2 candidates have obtained a degree. The leaven of education is not being much helped by the London examinations, when 402 candidates have, so far been rejected out of 615. Under these circumstances, coupled with the growth of local universities, the Senate of the London University has decided that the time has come to withdraw its examinations from this country. To the bulk of our Indian students this withdrawal is immaterial, but to the European schools in Bengal it is a severe and unexpected blow.

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Last month every school and college was closed for the observance of Durga Pujah. This festival has for Hindus the same associations as Christmas has for us at home. It is the time for annual family re-unions, for new clothes, for much rejoicing and for universal holiday-making. Our pupils have been home the whole month, and so of college work there is practically nothing to record.

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The earthquake of last June, has not been without its effects upon our pupil population. Government has notified that for 1897, there will be given no grant for prizes. Even the annual allowance for College Libraries has been with-held. The Sanskrit College and the Madrasah College were considerably injured by the earthquake. They have just passed out of the hand of the Public Works Department.

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The Doveton College of Calcutta, has come in for a plum. The

death of Sir Walter deSouza in London has given it an endowment of about $13\frac{1}{2}$ lakhs of rupees. This should set the college quite upon its legs.

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A recent issue of the London *Times* had an excellent article under the heading "What we teach to Indian school boys." It shows how the ill-chosen text-books Government Inspectors and other responsible authorities place in the hands of pupils, are the nursery-beds of seditious writings in the Indian news-papers. Take the subject of Indian History. In Bengal we are obliged to use Pandit Shastri's *History of India*, because it is appointed by the Calcutta University as a text-book for the Entrance Examination. The main object of this book seems to be to teach Hindus that they were great in the past, that their glory has in these days departed, and that they must recover their former position.. First the Muhamedans wrested from them the ruling of the land, and then the English have put in the shade their ancient lore. The blunder of exalting the Hindu and belittling the Muhamedan was inaugurated by Sir. W. W. Hunter, in his *Brief History of the Indian People*; it was carried a step further by Mr. R. C. Dutt, in his *History of India*, and has reached its climax in Pandit Shastri's *History*. In this last named manual every few square miles of landed-property is soberly called a kingdom! Its Hindu Zemindar is promoted to be a sovereign! Petty Hindu chiefs have their performances chronicled at length, while the history-making deeds of Muhamedan Generals and English Governors are despatched in a brief paragraph. The balance of history is lost; and the student gets distorted views of the history of his own country. The *Times* very aptly remarks:—"The text-books for the University course are selected by committees in which the strongest party usually consists of natives. Their desire is to show that their country has been politically great in the past; that it is politically prostrate in the present; that it ought to make itself politically great in the future . . . with the Indian text-book writer, history is less often an affair of accurate research than of patriotic feeling . . . we are now compelled to eat the bitter fruits of our own teaching, and shall hereafter reap a still larger and more acrid harvest. We have sown historical half-truths and untruths, and there has sprung up a crop of full-grown men cankered with discontent and steeped in false political notions as to the present and the past." As long as books like Shastri's are used, the Hindus will be vain-glorious—hating the Muhamedans and being hated in turn. The Hindus will despise the Muhamedans as of a lower culture, while the Muhamedans will scorn the Hindus for their lack of

military prowess. The Hindus will cling to the myth that they ought to be all-in-all in India, and the land amidst these conflicts will have no peace.

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During the month the Subordinate Educational Service, organised only last January, has been abolished. In consequence of the recommendations of the Public Services Commission, the Educational Service of Bengal was divided into three services—the Imperial, the Provincial and the Subordinate. By the establishment of the last service many officers received an increase to their salary, and all had the advantage of being placed in a graded list, and were assured of their prospects. Financial considerations, however, have influenced the Government of India to order the suspension of the service. Naturally many officers are crest-fallen; yet they are not without the consolation that they have been allowed to retain what increments they have enjoyed.

MADRAS.

Mr. G. H. Stuart, M.A., Principal of the Presidency College, has been appointed a member of the Ligislative Council, on the recommendation of the Senate of the University.

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The Committee of the Senate appointed to consider the relations of the University with its "affiliated" colleges has had as preliminary meeting. We understand that it has decided that the existing bye-laws are on the whole satisfactory, but of course the question of altering the present bye-laws is merely a matter of detail. It is expected that among various more important questions the lodging of students will be dealt with, and that the Committee will make definite suggestions as a basis for a tentative and flexible system of university or collegiate control. We trust that sooner or later the Committee may become a standing one with a general power of considering and reporting on all questions that may from time to time arise affecting the relations of the university and its colleges. In this way the gradual improvement of the university might be furthered without the risk of the time of the Senate or the Syndicate being wasted in the discussion of impossible or unworkable schemes, while at the same time improvements of a practical nature might be carefully considered and matured by such a body of experts till they could be brought before the Senate in an unexception-

able form. The important thing in University Reform is not and ought not to be considered the partition of the loaves and fishes, but the development of university education and organisation on federal and therefore economical lines. The worst feature of the present system is its wastefulness. In all prob[illegible] the present amount of intellectual results could with a federal organisation be produced with about one [illegible]d of the present expense, or, what would be still better, immensely [illegible]e satisfactory results could be obtained for the same expenditure of [illegible]our and money. But a change of this kind cannot be brought about [illegible] day : the difficulties, though probably much more apparent than real, [illegible]e obvious, and can only be surmounted by patience and determination. [illegible] standing committee such as we have suggested might be of great use [illegible] preventing really useful and workable improvements being aban[illegible]oned.

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The Committee for drawing up rules for the new Art Loan Colle[illegible] [illegible]ion of pictures, the nucleus of which was a kind gift by Lady Wenloc[illegible] of several autotypes, has been at work. The proposed rules, based [illegible] suggestions of the Director of Public Instruction, have been agr[illegible] [illegible]pon, and will soon be submitted to the Director, who has kindly pro[illegible]ised grants to cover the cost of a catalogue and other necessary ex[illegible]enses. Steps have been taken to draw up short descriptions of the [illegible]ctures, which it is hoped will be ready next [illegible]erm. Meantime a cir[illegible]lar will be forwarded to the heads of recognised schools and colleges [illegible]awing their attention to the objects of the collection and to the oppor[illegible]nity it will afford them of educating the aesthetic faculties of their [illegible]pils. It is to be hoped that many institutions will make use of the [illegible]ctures, which are about thirty in number and include some excellent [illegible]onochrome reproductions of modern art as well as authentic portraits [illegible] literary and historical characters and views of ancient buildings. [illegible]rs. Brander, who is a member of the Commitee, has very kindly promised [illegible] read a paper on Art for Schools before the Teachers' Guild next [illegible]

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The Madras Native Christian Association was [illegible] sum of Rs. 1,400 for the establishment of a med[illegible] [illegible]he University Examinations to be given to Nati[illegible] [illegible]he medal will be called the Madras Native [illegible] Queen's Jubilee Medal, as it is to be in commem[illegible] Diamond Jubilee. It is evident from the statist[illegible] [illegible]minations that Native Christians are making c[illegible] higher e[illegible]ucation.

On Monday 15th October, the Teachers' College, Saidapet, was the scene of an interesting function, the opening of the new Student's Hostel by the Hon. Dr. Duncan. This took place at about 5 p.m., in the presence of a number of ladies and gentlemen interested in education, and the assembly would probably have been still greater but for the difficulty of getting out to Saidapet after work in Madras. The Hostel, which we understand provides dining accomodation for a considera number of students, will be a valuable addition to the college buildin and does credit to the energy and enterprise of the college authoritie

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NOTIFICATIONS.

BOMBAY.

Advances.

Modification of No. IX of the Rules for the grant of house-building to officers in the Civil Department.

21/93

No. 4397.

FINANCIAL DEPARTMENT.

Bombay Castle, 18th October 1897.

Resolution of the Government of India, Finance and Commerce Departme No. 4296-A., dated 29th September 1897:—

"Read—

Resolution No. 2721-A., dated the 30th June 1892.

following is substituted for Rule IX of the Rules of the Resolution read above:—

y, after transfer to a new station, be allowed a l the former one has been completely repaid.

hat this Resolution be communicated to all Loca istrations, to the Public Works Department, with